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SOUTHWESTERN STATES DEVELOPMENTAL PROJECT RELATING TO EDUCATIONAL NEEDS OF ADULT AGRICULTURAL MIGRANTS.

BY- ORR, CALVIN R. AND OTHERS
COLORADO STATE DEPT. OF EDUCATION, DENVER

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A STUDY WAS CONDUCTED TO IDENTIFY THE CIRCUMSTANCES AND NEEDS OF ADULT MIGRANT AGRICULTURAL WORKERS AND TO DETERMINE THE EDUCATIONAL TREATMENT OF THESE NEEDS. THE STATE DEPARTMENTS OF EDUCATION OF ARIZONA, COLORADO, NEW MEXICO, AND TEXAS PLUS THE COLLEGES OF EDUCATION OF ARIZONA STATE UNIVERSITY, UNIVERSITY OF NEW MEXICO, UNIVERSITY OF TEXAS, AND ADAMS STATE COLLEGE (COLORADO) COOPERATIVELY CONDUCTED THE STUDY. RESEARCH ASSISTANTS FROM EACH STATE WERE SELECTED. MEETINGS WERE HELD REGULARLY AND RESEARCH DUTIES DELINEATED. THE FOUR INDIVIDUAL STATE REPORTS WERE THEN DRAWN TOGETHER TO PRESENT A COMPREHENSIVE PICTURE OF THE MIGRANCY PROBLEM AND THE EDUCATIONAL IMPLICATIONS. THE MAJOR FINDINGS ARE DISCUSSED UNDER THESE HEADINGS--(1) AMOUNT OF MIGRANCY, (2) NEW TRENDS IN MIGRANCY, (3) THE COMPOSITION OF THE MIGRANT GROUP, (4) THE CULTURE OF MIGRANTS, AND (5) THE EDUCATION OF MIGRANTS. CONCLUSIONS STATE (1) THE PROBLEMS OF MIGRANCY ARE BASICALLY CENTERED ON POVERTY, (2) MIGRANT PROBLEMS MUST BE ATTACKED IN SPECIFIC AREAS PRIMARILY WITH EDUCATION, (3) SPECIAL COUNSELING, EMPLOYMENT, HEALTH AND RECREATIONAL SERVICES, AND COMMUNITY EDUCATION PROGRAMS MUST BE PROVIDED, AND (4) THE MIGRANT PROBLEMS SHOULD BE ATTACKED WITH A COOPERATIVE FOUR-STATE APPROACH. (AL)

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SOUTHWESTERN STATES DEVELOPMENTAL PROJECT RELATING TO EDUCATIONAL NEEDS OF ADULT AGRICULTURAL MIGRANTS

Cooperative Research Project No. K-005

Calvin R. Orr, Project Director

Research Specialists

J. B. Adair, Texas
Carl H. Ivey, Colorado
Harold E. Moore, Arizona
Horacio Ulibarri, New Mexico

Colorado Department of Education
Denver, Colorado

1965

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PREFACE

The Southwestern States Developmental Project Relating to Educational Needs of Adult Agricultural Migrants, is a four-state study of the circumstances and needs of the adult migrant agricultural workers, who constitute what is known as the Intermountain Migratory stream. This study, initiated by the Cooperative Research Branch of the United States Office of Education, has as its primary goal the identification of the components of educational treatment of the various needs of the adult migrant workers whereby they might become better able to understand and adjust to today's modern dynamic society.

During the course of this study (September 1 through December 31, 1964) research specialists in each of the four states most directly concerned with the Intermountain stream--Arizona, Colorado, New Mexico and Texas--have collected, analyzed and synthesized data relating to the adult agricultural migrant worker in each of the states. This data and the resulting conclusions when brought together presents a fairly complete picture of these migrant workers as they live, work, and migrate throughout the four-state area and also presents a base upon which the various agencies and institutions in these states can cooperatively develop educational programs which can more adequately serve the educational needs of the adult agricultural migrants than the fragmented, extremely limited education which now prevails.

The limited time for this study did not permit an in-depth study of all aspects of migrancy; however, many of the records and reports studied represented many years of work and study by various agencies, organizations and individuals.

This final report does clearly indicate the necessity of increased emphasis on education for the adult migrants and also indicates the necessity for further study and development leading to demonstration and testing of ways and means of providing the needed education.

This study just completed will be of value in the four-state area to the extent that the participating agencies and institutions will continue cooperatively to study and strive to meet the educational needs of the adult migrant agricultural workers.

INTRODUCTION: - THE PROBLEM

One of the more serious concerns by educators, economists, and the public alike in the Rocky Mountain-Southwestern region is for the individuals and families who constitute the intermountain migratory stream. Barely existing in poverty-ridden settlements during the winter months, these people migrate throughout several states during the other seasons of the year, engaging in short-term seasonal agricultural work to earn their livelihood.

Most of the adults in the migratory stream have extremely limited knowledge of other than their own way of life. Their basic educational and vocational skills and their behavioral competencies are at best inadequate for understanding or adjusting to today's modern dynamic society. These limitations, coupled with inadequate income, limited language competencies, and their transciency creates an environment in which attempts to change are stifled. Children of these inadequately educated parents, also deprived of adequate education, continue to exist in this environment which tends to propagate this culture of disadvantaged people.

The effects of science and technology are increasingly significant for this group. Gradually displaced by modern techniques, the agricultural migrant is faced with finding new ways of earning a living and participating in the productive aspects of our economy, yet lacking in basic education, skills and understanding, is extremely ill-equipped to do so. Concentrated in "shacktown," in slum areas, on relief and

welfare rolls, these people create an additional burden on many over-taxed communities.

Education is of vital and immediate importance if the adult agricultural migrants are to develop adequate knowledge and understanding, skills, and competencies to adjust and become more productive citizens, not only for their own survival, but also for the benefit of society. Such education is of equal importance in providing an environment more acceptable to educational endeavors, whereby the children of the migrants may receive adequate education to rise above the substandard conditions in which the parents now barely exist.

There have been attempts to provide learning experiences for the adult migrant. However, these have been fragmented and unsuccessful - not based on a background of adequate scientific research. Research related to education for the adult migrant has itself been extremely limited, spotty, and uncoordinated.

The four states of Arizona, Colorado, New Mexico, and Texas, equally involved and concerned with the intermountain migratory stream, have conducted this Cooperative Four-State Developmental Project. This project, utilizing the combined resources of the four states, has studied various aspects of migrants relative to their educational needs, to determine various means whereby the educational needs of the adult agricultural migrant might most adequately be met in an integrated pattern and how these might be demonstrated and tested.

CHAPTER I

OBJECTIVES OF THE PROJECT

In considering education for adult migrant agricultural workers, whether to serve their needs for knowledge and understanding to adjust to today's changing and complex society, or as a means for providing more adequate education for children there was a great need to know and better understand these people--their way of life, their limitations, their needs and how education might better serve them. Review of research, literature and personal observations indicated that migrants were somewhat different than the average middle class American (or Anglo) with whom we normally come into contact. Many of the migrants were of an ethnic origin classifying them as a part of one or more of our minority groups. Their way of life, their attitudes, beliefs and values were seemingly different. All too often they "didn't fit in" or were discriminated against by the majority culture of "Anglo" Americans.

The needs for and objectives of a developmental study became fairly clear cut: "To study and identify the circumstances and needs of adult migrant agricultural workers in the Intermountain stream to determine and begin to develop the components of education which could best serve these needs. As stated in the "Proposal" for the Developmental Project, the State Departments of Education and the four participating institutions in the four-state area would cooperatively work together:

1. To gather, analyze and synthesize information regarding research and action programs concerned with the culture and social life of the various ethnic groups constituting the Intermountain Migratory stream.

2. To gather, analyze and synthesize descriptive (census and demographic) data about the adult agricultural migrant in the Four-State Area.

3. To secure and analyze individual and family life histories that will provide socio-psychological information about the agricultural migrant in the Four-State Area.

4. To gather and study educational program materials developed for migrant or similar groups.

5. On the basis of data collected and analyzed, determine the components of educational programs whereby the four states may cooperatively more adequately serve the educational needs of the adult agricultural migrant.

CHAPTER II

RELATED RESEARCH

Research related specifically to adult agricultural migrant workers in the four-state area has been extremely limited. That relating to some particular ethnic groups of which the Intermountain Migratory stream is composed, and also research relating to education for adults, did provide some knowledge and insight into the problems and needs of the group being studied.

Related research and studies which were of greatest value to this developmental project are enumerated in the next few pages. The need for brevity does not allow justice being given in this report to these projects. The serious student or researcher interested in migrants and migrancy in the Southwest is advised to review these studies in greater detail.

1. Providing Education for Migrant Children was the title of a study conducted from 1955 to 1957 in Colorado. This was made by the State Department of Education through a grant from the Cooperative Research Branch of the United States Office of Education. This study involved providing special summer schools for migrant children. Conclusions were related to how local school districts could more adequately meet the educational needs of migrant children by this method. Findings included recommendations for operating this special educational program.

2. Social Profile of Agricultural Migratory Families was an interview study of 160 migrant families to determine such information as background of parents, movement patterns of the family, racial background, amount of movement of families within a season, goods owned, characteristics of their homes,etc. It was designed to define more definitely the characteristics of the families termed as migrant.

3. Migratory Labor in Colorado was a special study authorized by the Colorado State Legislature. It was completed in 1962. Its focus is upon the many aspects of employment of migrants with

an understanding of their place in the labor market and industry of the state.

4. Annotated Bibliography of Resource Materials: Education of Adult Migrants was a project completed in 1964 by The Center for Cultural Studies at Adams State College, Alamosa, Colorado under the direction of Alfred M. Potts, II. This annotated bibliography contains more than 4,000 references indexed and cross-indexed. The publication was financed by Cooperative Research Project S-173 of the United States Office of Education. The work appears to be the most complete coverage of all topics related to the migrant that has ever been published. It will prove to be of continued assistance to those operating in this field of study.

5. El Mirage Project was completed in 1964 in El Mirage, Arizona. This experimental and demonstration project was sponsored by the Office of Manpower, Automation, and Training under the provisions of the Manpower Development and Training Act. It was conducted by the Arizona Migrant and Indian Ministry. A principal result was the valuable insights into problems associated with the education of adult migrants and other culturally and economically disadvantaged adults. A more detailed description of this study is suggested in the Arizona Report.

6. Urbanization of the Migrant: Processes and Outcomes. Under the sponsorship of the National Institute of Mental Health, the Institute for the Behavioral Sciences of the University of Colorado at Boulder is currently involved in a three-year study of the urbanization of migrants. They are studying the experiences of former migrants as they attempt to locate permanently in cities. Since this study is in the beginning stage, no conclusions are available. We cite it here because it appears to be of considerable significance for future consideration.

CHAPTER III

PROCEDURE

This planning project was contracted by the Cooperative Research Branch of the United States Office of Education through the Colorado State Department of Education in cooperation with the other three states (Arizona, New Mexico and Texas). Mr. Calvin R. Orr, Section Head, Adult Education, of the Colorado State Department of Education, served as project director. The over-all coordination of the project was under the direction of the chief state school officers from each of the four states and the Deans of the College of Education of Arizona State University, Adams State College, the University of New Mexico, and the University of Texas. In addition to this, a research committee, which was composed of eight persons (one each representing state departments of education and participating colleges and universities), gave more specific direction to the actual conduct of the research.

A research specialist was employed in each of the four states under the direction of the project director and the research committee. He collected data relating to adult agricultural migrants in his individual state. A detailed presentation and analysis of this data is included in each of the four state reports.

The research specialists, with the project director, met regularly during the project. In early meetings, certain division of duties were made. Because of special interest and ability, the research specialist from New Mexico spent much of his time and energy collecting socio-psychological information about migrants. This was done through personal interviews with migrant adults.

The research specialist from Colorado conducted extensive interviews with individuals who have had experience working with migrant-type adults. These were individuals from agencies such as Health, Education, Welfare, Agriculture and Anti-discrimination who had considerable experience working with adult migrants. The research specialists from Arizona and Texas made depth analysis of specific communities within their states to add more information.

It was planned that when the four individual state reports were drawn together there would exist a rather comprehensive picture of the problem of migrancy and the educational implications drawn therefrom for the entire four-state area.

Throughout the duration of the project, generous use was made of staff members from the institutions involved in the research. These were specialists from the areas of sociology, anthropology, and education. In addition to this, Dr. Robert J. Havighurst of the University of Chicago, and Dr. Lester S. Perril from Arizona State University, attended several of the meetings in the capacity of project consultants.

The final report summarizing the findings of each of the four states will be presented to the Project Committee for their action. As a result of these several months of cooperative effort a decision will be made whether this regional group will plan to continue on a more extensive basis.

In the next chapter we consider a more complete analysis of the data developed by this planning project.

CHAPTER IV

ANALYSIS OF THE DATA

In each of the four states which participated in this project, a report has been prepared. In the following section, an attempt has been made to briefly summarize pertinent data from each of the four state reports.

Agricultural Workers in Arizona

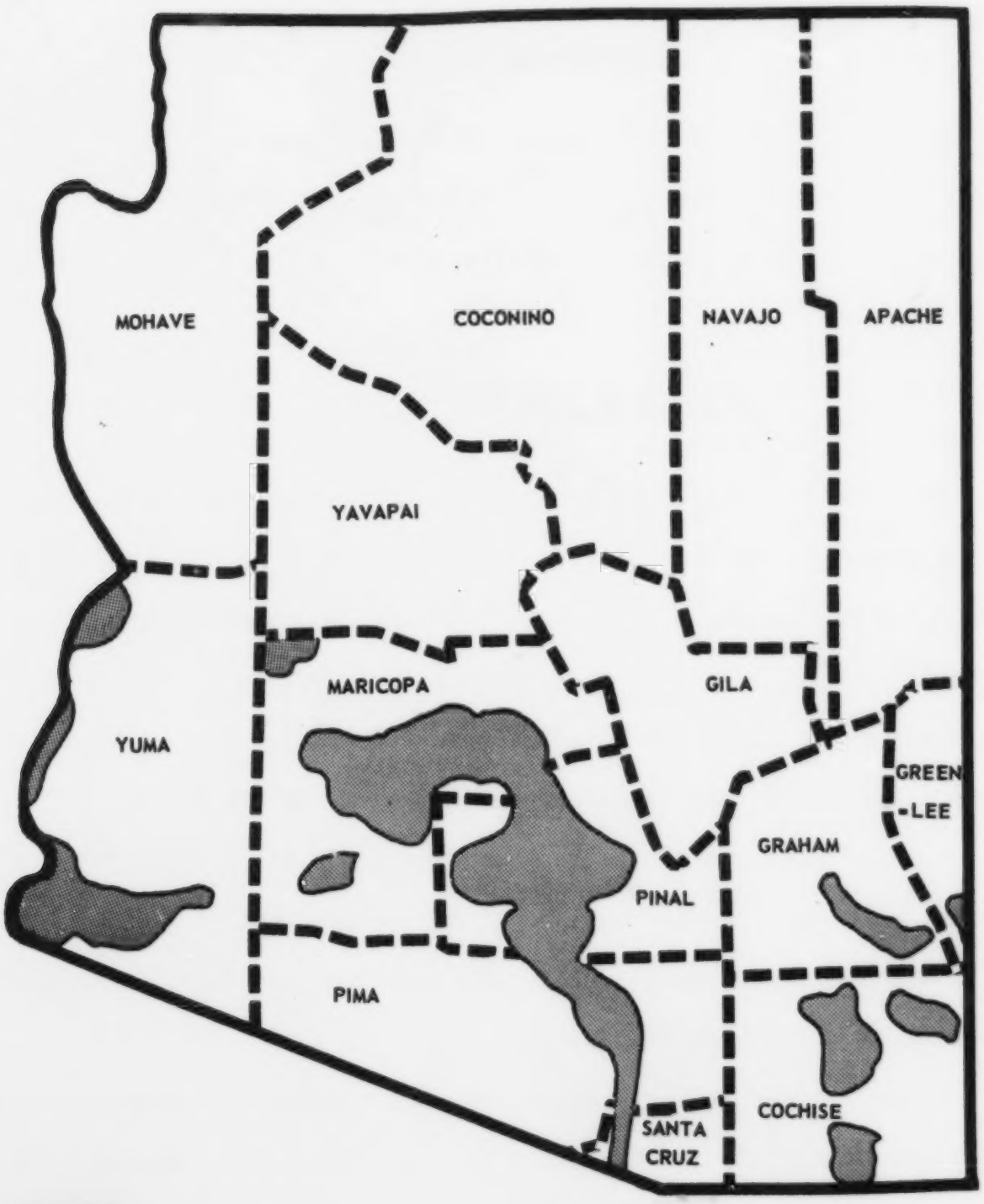
Much land in the southern part of Arizona is utilized for agricultural purposes. By using irrigation, this rich soil produces abundant citrus, cotton, and garden crops. These crops, being seasonal in nature, require a variable labor force which forms the basis for utilizing a considerable number of migrant and marginal laborers. The accompanying map gives some idea of the major agriculture areas in the state.

Agricultural activities in Arizona produce 16 percent of the state's annual income and provide employment for 9.3 percent of its labor force. Of this percentage, approximately 39 percent of the total is composed of marginal and migrant laborers.

Chart I gives a very clear history of agricultural employment in the state of Arizona for a 10 year period (1953-1962). Despite the growth of the total population of the state from approximately 900,000 in 1953, to 1,535,000 in 1962, agricultural employment declined from a peak of approximately 80,000 in 1956 to approximately 43,000 in 1962.

Chart II, which follows, indicates the percentage distribution of agricultural employment in Arizona by type of worker.

MAJOR AGRICULTURAL AREAS OF THE STATE



MAJOR AGRICULTURAL AREAS

MAP 1.

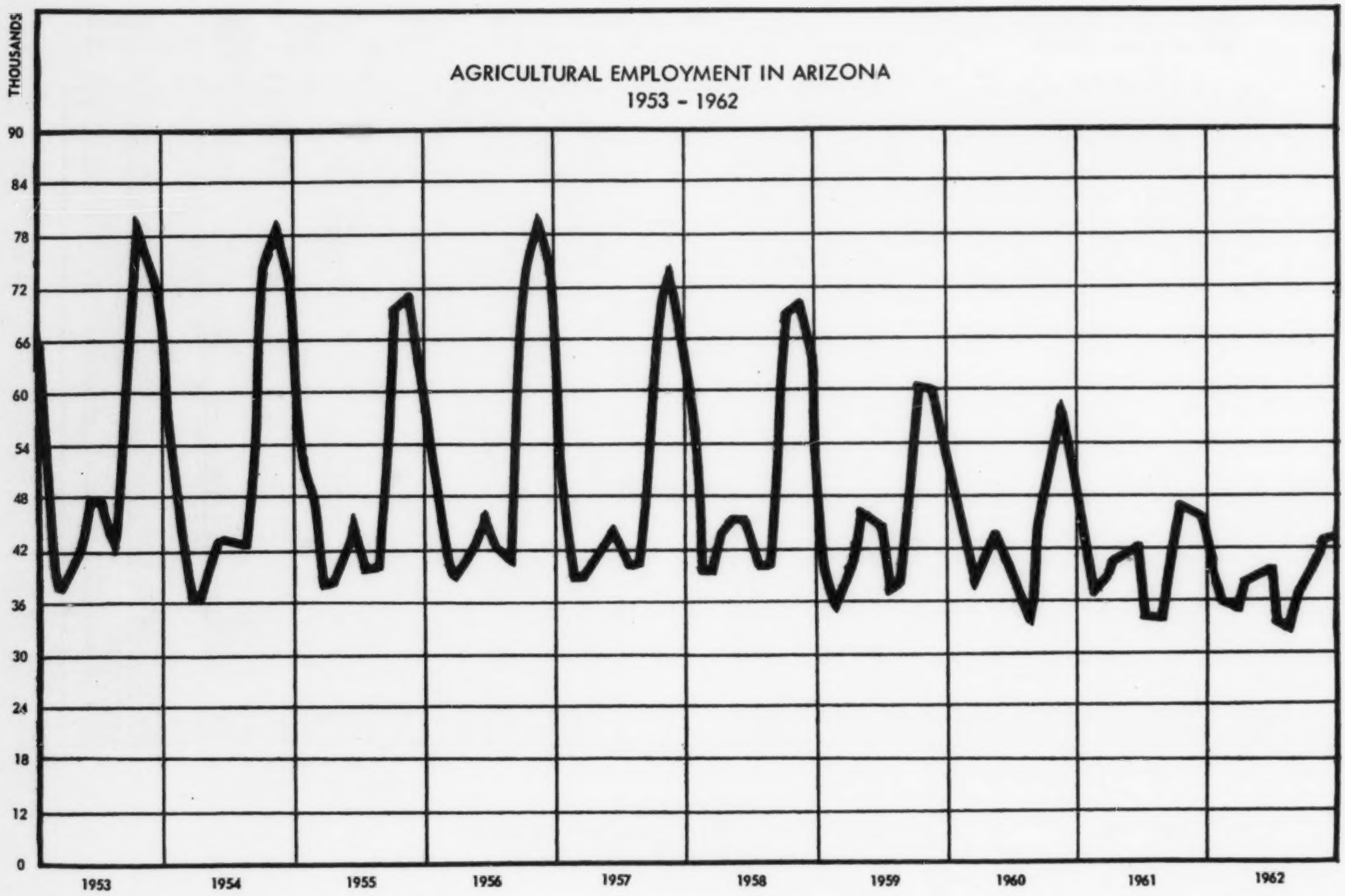

AGRICULTURAL EMPLOYMENT IN ARIZONA
1953 - 1962
THOUSANDS
90
84
78
72
66
60
54
48
42
36
30
24
18
12
0
1953
1954
1955
1956
1957
1958
1959
1960
1961
1962

CHART 1.

PERCENTAGE DISTRIBUTION OF AGRICULTURAL EMPLOYMENT IN ARIZONA BY TYPE OF WORKER

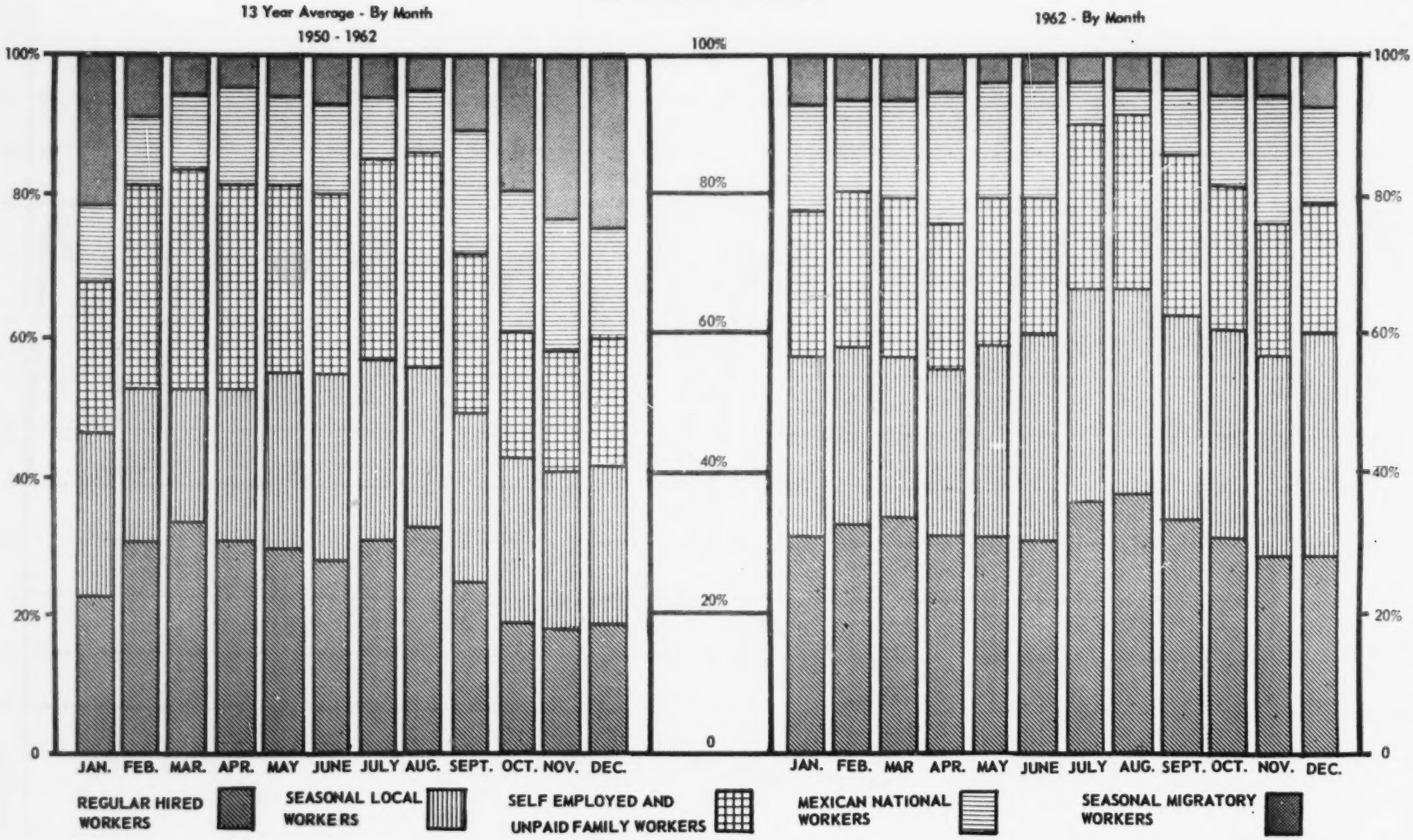


CHART II.

These types are (1) regularly hired workers, (2) seasonal local workers (3) self-employed, and unpaid family workers, (4) Mexican National workers, and (5) seasonal migratory workers. The left portion of Chart II shows a 13 year average by month for 1950-1962 and the right portion of this chart shows the monthly figures for the year 1962.

An important concept emerges as one views the two portions of Chart II. The percentage of regularly hired workers and seasonal local workers has increased significantly while the percentage of seasonal migratory workers has declined. The self-employed, unpaid family workers and Mexican Nationals has continued at a fairly constant percentage of the total.

These changes are associated with mechanization as well as other factors and represent a trend within the state of Arizona.

The impact of mechanization in agricultural activity in Arizona is very significant. An example of what has happened in the harvesting of cotton is typical. In 1950, 10 percent of the total crop was harvested by machine; however, in the 1964 season approximately 95 percent of Arizona's cotton crop was machine picked.

Another important concept relates to the use of Mexican National laborers. It is evident that much of the agricultural labor which formerly was performed by domestic migrants has, in more recent years, been assumed by workers imported under the provision of Public Law 78.

Since the prevailing wage for agricultural labor has not been sufficient to attract an adequate number of local workers, Arizona has been identified as a demand state. This means that workers must be recruited from outside the state boundaries. Table 1 shows that a shortage of laborers exists in each of the 12 months of the calendar year. In 1963,

this shortage ranged from a low of 575 workers in January to a high of 3,615 workers in the month of June.

TABLE 1

1963 MONTHLY FARM LABOR SHORTAGE IN ARIZONA

January	575	July	690
February	650	August	875
March	1,225	September	2,425
April	1,225	October	2,150
May	1,825	November	1,950
June	3,615	December	1,850

(Arizona Post-Season Farm Labor Report)

Table 2 shows the actual number of seasonal laborers used by category (resident workers, out-of-state workers, foreign workers) for the calendar year of 1963.

Table 2

ACTUAL SEASONAL LABOR USAGE IN 1963

IN ARIZONA

MAJOR CROP ACTIVITIES		Total Workers	Resident Workers	Out-of State Workers	Foreign Workers
Jan.	Cotton, Vegetable, and Citrus Harvest	15,564	9,747	2,279	3,538
Feb.	Cotton, Vegetable, and Citrus Harvest	15,375	10,422	1,704	3,249
March	Vegetable and Citrus Harvest, Cotton Planting	15,242	9,609	2,012	3,621
April	Vegetable and Citrus Harvest, Cotton Planting	20,169	11,854	1,910	6,405
May	Citrus Harvest and Cotton Chopping	19,520	12,827	1,670	5,123
June	Cotton Chopping, Melon and Vegetable Harvest	20,951	13,091	1,705	6,155
July	Cotton Chopping, Melon and Vegetable Harvest	13,632	11,656	891	1,085
Aug.	Cotton Chopping	11,430	9,975	855	600
Sept.	Cotton Harvest	13,874	10,269	1,380	2,225
Oct.	Cotton and Citrus Harvest	20,357	12,313	2,034	6,010
Nov.	Cotton, Vegetable, and Citrus Harvest	22,921	12,307	2,638	7,976
Dec.	Cotton, Vegetable, and	22,871	14,512	2,794	5,565

(Arizona Post-Season Farm Labor Report)

Agricultural Workers in Colorado

Local labor in Colorado consists primarily of family groups living in small communities, in towns and farming areas, and of family groups and solo workers in metropolitan areas who are within daily commuting

distance of farm jobs. The domestic labor force also includes some unemployed non-agricultural workers, housewives, and college and high school youth. The Colorado Department of Labor makes extensive efforts to recruit and utilize as much local labor as possible.

As in the case of Arizona, the prevailing wage for agricultural work in Colorado is not high enough to attract the number of workers needed from the residents of the state. Hence, Colorado is also known as a "demand" state. This is in contrast to Texas which is a "supply" state.

By participating in the Annual Worker Plan and other agencies and organizations, Colorado recruits much of its labor force from other states. Texas is the largest single supply state of interstate migratory workers who come to Colorado.

Table 3 gives the estimated employment and origin of seasonal, hired agricultural workers on a semi-monthly basis for 1963.

The constituency of the seasonal agricultural labor force has been changing significantly in recent years. Table 4 presents some contrasts for the years 1957 and 1963 in the seasonal agricultural labor force for Colorado in terms of total number and by origin.

Table 3

State Summary (Colorado) - Estimated Employment and Origin of Seasonal Hired Agricultural Workers Semi-Monthly 1963

Month	Ending Date Day	Total	Local	Intrastate	Interstate	Foreign
April	30	3,578	2,645	300	633	0
May	15	9,749	3,541	471	2,938	2,799
May	31	15,503	4,412	711	3,913	6,467
June	15	16,692	5,231	845	4,065	6,551
June	30	15,855	5,949	871	4,106	4,929
July	15	13,662	6,546	960	3,559	2,597
July	31	14,602	6,462	1,125	3,652	3,363
August	15	15,114	6,585	1,191	3,586	3,752
August	31	13,878	5,777	1,047	3,317	3,737
September	15	13,373	5,690	1,207	3,257	3,219
September	30	16,687	7,253	1,540	6,284	1,610
October	15	9,161	4,606	1,077	2,720	758
October	31	4,022	3,258	315	372	77
November	15	1,502	1,228	177	93	4

(Colorado Farm Labor Report, 1963. p. 9)

The constituency of the seasonal agricultural labor force has been changing significantly in recent years. Table 4 presents some comparisons for the years 1957 and 1963 in the seasonal agricultural labor force in terms of total number and by origin.

Table 4

Comparison of Peak Employment and Worker Origin

1957 and 1963

	1957	1963
Peak Employment	28,600	16,687
Worker Origin		
Local	52.1%	31.3%
Intrastate	14.0%	5.1%
Interstate	28.6%	24.4%
Foreign	5.2%	39.2%

(Colorado Farm Labor Report 1957 and Colorado Farm Labor Report 1963)

In this six year period (1957-1963), the total number of workers employed at the peak season declined from 28,600 to 16,687. Where in 1957, 52.1 percent came from local areas, in 1963, only 31.3 percent of the total labor force were locals. Equally important is the fact that in 1957 only 5.2 percent of the total labor force were foreign workers, while in 1963, this percentage had increased to 39.2 percent.

It is obvious to see that increased mechanization is making a severe impact upon the need for seasonal laborers in Colorado. This impact is reflected in a rapidly decreasing agricultural labor force. In addition to changes in number, the seasonal agricultural labor force has also evidenced significant changes in the origin of the workers which constitute it.

Seasonal Agricultural Labor in New Mexico

New Mexico, like Arizona and Colorado, has experienced a decline in

the need for seasonal agricultural laborers. In 1962, 6449 workers were employed at the peak season; in 1963, this number had dropped to 5,692.

At the peak in 1963, 3,398 of the workers employed were from local sources, 943 from non-local sources and 1,351 were foreign contract workers.

In 1963, cotton continued as the primary income producer representing 45 percent of the total value of all crops in New Mexico. Since the harvesting of cotton has become almost entirely mechanized, the reduction in the need for seasonal workers is more pronounced in New Mexico than in Arizona and Colorado. It is reported that in 1953, at the peak of the fall harvest, 38,000 seasonal hired workers were employed in New Mexico. In contrast to this, at the peak of the season in 1963, the total number of seasonal hired workers in the state was 5,692.

It has been pointed out that, not only is the total number of workers decreasing rapidly, but, also, the duration of most harvest activities has been greatly shortened because of mechanization. The cotton harvest now is virtually completed by the first of the year, where formerly it extended into February.

Some indiciation of the effect of machines on the employment of seasonal hired workers can be gained from noting that peak employment in 1963 was a little over 12 percent less than the peak in 1962. There was a difference every month of the year, with the employment in 1963, being significantly lower. Average monthly employment of seasonal hired workers for 1962 was 3,695 as compared to 3,043 for 1963--a reduction of approximately 23 percent. These employment reductions generally had the greatest effect on women, youth and marginal workers such as those who are older or handicapped. Table 5 presents a summary of migratory movement for the state of New Mexico in 1963.

Table 5

INTERSTATE AGRICULTURAL MIGRANT ACTIVITIES IN 1963

HOME STATE		LAST STATE IN		NEXT STATE IN	
State	Workers	State	Workers	State	Workers
New Mexico	501	Arizona	11	Arkansas	6
Texas	276	California	3	Colorado	306
		Colorado	258	Idaho	59
		Michigan	19	Indiana	19
		New Mexico	396	Michigan	14
		Texas	87	Minnesota	12
		Wyoming	3	New Mexico	265
				North Dakota	5
				Texas	88
				Wyoming	3
TOTALS	777		777		777

(New Mexico Farm Placement Program 1963)

Probably the most significant information from Table 5 is that in 1963, the total number of interstate migratory workers in New Mexico was only 777.

The New Mexico Farm Placement Service gave intrastate clearance permits to 946 farm workers. About two-thirds of these intrastate workers were Navajo Indians. The New Mexico Farm Placement Program also placed 3,913 New Mexico residents in jobs outside the state.

The results of a 1963 pre-harvest wage information survey are reported in Table 6.

Table 6

1963 PRE-HARVEST WAGE INFORMATION

AREA Survey Period Effective Date	DOMESTIC EMPLOYMENT Intra-state	 Inter-state	MEXICAN NATIONAL EMPLOYMENT	FINDING
ALAMOGORDO June 10-12 June 15	44	14	0	Cotton Weeding and Thinning - 75¢ per hour
ARTESIA June 10-11 June 15	44	0	56	Irrigating - 75¢ per hour
CARLSBAD June 10-12	243	0	17	Cotton Weeding and Thinning - 75¢ per hour
June 15	25	0	6	Irrigating - 75¢ per hour
LAS CRUCES June 10-11 June 15	600	0	38	Weeding and Thinning - $6 and $6.25 per 9-hour day or 75¢ per hour
	20	0	35	Irrigating - 75¢ per hour
LOVINGTON June 10-12	141	19	0	Cotton Weeding and Thinning - 65¢ per hour
June 15	8	52	42	Vegetable Weeding and Thinning - 60¢ per hour
	5	0	58	Irrigating-No finding. Domestic workers employed in wage finding class both less than 25% and less than 200
ROSWELL June 10-12	215	0	90	Cotton Weeding and Thinning - 75¢ per hour
June 15	38	0	185	Irrigating-No finding. Domestic workers employed in wage finding class both less than 25% and less than 200
SILVER CITY* June 10-12	90	0	150	Cotton Weeding and Thinning - 80¢ per hour
June 15	35	0	20	Irrigating - 80¢ per hour
SILVER CITY** June 10-12 June 15	71	2	50	Cotton Weeding and Thinning - 80¢ per hour
June 17-19 June 22	10	0	4	Irrigating - 75¢ per hour
SILVER CITY* July 29-31 Aug. 3	8	0	13	Vegetable Weeding and Thinning - 75¢ per hour

(New Mexico Farm Placement Program 1963)

*Luna County **Hidalgo County

Table 6 gives not only the source of workers employed in various pre-harvest activities, but also the prevailing wage associated with the particular activities. When one notes, that the prevailing wage in the Lovington area for weeding and thinning vegetables is 60 cents an hour, it helps him to understand the difficulty growers experience in getting an enthusiastic response from local residents to participate in this type of work. (The information on seasonal farm labor in New Mexico was taken from New Mexico Farm Placement Program 1963).

Agricultural Workers in Texas

Texas has the largest home based migrant labor force of any state in the United States. According to the Texas Employment Commission data, there are more than 128,000 agricultural migrants, including men, women, and children living in the state. More than 95,000 of this group travel out of the state for seasonal employment while 33,000 remain within the state for employment. Most of the migrants in Texas are home-based in 78 counties south of San Antonio to the Gulf of Mexico and along the border.

The recent trends of population shifting from farm to urban communities comes, in part, from the mechanization of many types of farm labor, and from the fact that many of the smaller farms have become a part of larger operations. It has been estimated that farms are decreasing between 5,000 and 10,000 yearly. Many agricultural workers, who formerly found employment within Texas, now seek employment outside the state. It appears that, at times, some of these family groups migrate out of the state to jobs which are not available there.

In contrast to the other three states, Texas is faced with problems

resulting from large streams of Mexican aliens who enter the state on the "green card."

There has been very little change in the total number of Texas migrants over the last three years. There has been a steady increase in the out-of-state migration as contrasted with the intrastate stream. In 1963, about 4,000 more migrants (including men, women, and children), who had formerly remained in the intrastate stream, migrated out of state. Table 7 gives some indication of the trends of migrancy as certain comparisons are made between 1962 and 1963.

Since so many agricultural migrants have Texas as their home base, the school districts in Texas face some unusual problems. In some districts in south Texas, enrollment increased by more than 100 percent between the opening of school in September and late December, when most of the migrants have returned. From March through May, as migration commences, a corresponding dropout occurs.

Presently, five pilot school projects have been organized within Texas to give accelerated educational programs to migrant children when they are home-based. Five additional programs were planned for the school year 1964-65.

Table 7

COMPARISON OF THE CONSTITUENCY OF TEXAS MIGRANTS

FOR 1962 and 1963

	1963	1962	DIFFERENCE
TOTAL INDIVIDUALS	128,000	127,800	200 - About the same
Interstate	95,000	91,000	4,000 - 4.3% Increase
Intrastate	33,000	36,800	3,800 - 10% Decrease
Families	18,700	18,520	180 - About the same
Men 16 and over	48,600	49,331	731 - Slight Decrease
Women 16 and over	34,800	33,995	805 - 2.4% Increase
Youths under 16	44,600	44,474	126 - About the same
School-age youths	24,350	24,327	23 - About the same
Unattached men	10,000	11,100	1,100 - 10% Decrease
Unattached women	2,000	1,840	160 - Slight Increase
Size of Families	6.2 mbrs	6.2 mbrs	Same

(Texas Council on Migrant Labor, March 1964)

In these special schools, a full year's program is planned to be completed in only six months. This is accomplished by having eight hours of instruction daily. This six-month term is scheduled so the peak enrollment occurs about the middle of the period. Some preliminary evaluations suggest that pupils participating in the special schools for the shorter period of time achieved approximately the same gains in reading development as did pupils in the regular nine-month school program. Since the figures given in Table 7 suggest that there has not been a significant decrease in the total number of migrants in Texas, one can

only conclude that those who still call themselves migrants are working fewer days per year and earning less money.

As in the other three states, mechanization is also making a serious impact upon Texas agriculture. During the middle 1950's, only about 25 percent of the cotton crop was machine-harvested. In 1959, about 40 percent was machine-harvested and by 1960, the figure had increased to 60 percent. It is now acknowledged that machine-harvesting will shortly accommodate 90 percent or more of the crop.

The four states involved in the present research have home-based migrants living within the state boundaries. As we have stated before, Texas is different from the other states in terms of numbers of migrants. Problems which are common to all four states exist to a greater degree in Texas.

Each of the four research specialists included in his state report a study of a particular community which is associated with migrancy. The study for Texas (Texasville) identifies a community of 2,000 residents in which approximately 1,000 leave town each year for agricultural activities. By contrast, migrants who reside in the other three states do not constitute a comparable proportion of the total community population.

A Description of Migrant Workers and Their Families

The reader is referred to the individual state reports for a more complete description of migrant workers and their families. It appears that a sufficient amount of commonality exists among the four states so that the following generalizations and summarizations can be made.

Approximately 85 percent of the agricultural workers who constitute

the Intermountain Migratory stream are of Spanish American ancestory. They reside in several states. Those who are classed as interstate have a high percentage who claim Texas as their home.

Family groups consist of an average of six children plus other related adults. Much emphasis is placed upon familial relationships and even while migrating they tend to maintain the unity of the family. When accepting employment, they give priority to agricultural activities which can utilize all adult members of the family plus older children. There are a few unattached males between the ages of 20 and 20 who travel in the Intermountain Migratory stream.

Houses which these people identify as their permanent residences are generally inadequate, with much overcrowding. Temporary homes in which they must live while migrating range from acceptable to entirely inadequate. A very recent inspection of farm labor camps in the San Luis Valley of Colorado by state and federal health inspectors still found deplorable conditions in many of the camps. This one survey resulted in 46 migrant labor camps being condemned as unfit for human habitation.

The educational level of these people is very low. One survey found that 17 percent of the adults in a particular sample had not completed any formal schooling. The adults have relatively high aspirational levels for the education of their children, but, in practice, there is a wide discrepancy between parental expectation and actual achievement by the children.

Many of the adults from the Intermountain Migratory stream are committed to a core of cultural values which, in places, are in conflict with the values of the middle-class American society. This, and other

factors, add to the problems of the migrants when they are forced to leave the stream and attempt to locate in or near urban communities. They find themselves ill-equipped to cope with the problems associated with existence in a metropolitan area.

As has been pointed out in many studies, the income of the migrant continues to be extremely low. In 1962, the average income for agricultural migrants from all types of employment totaled $1,123. This low income, together with low-level education, place the migrant in a precarious standard of living with little opportunity for improvement.

Present Trend of Migrancy

It appears that the image of the migrant held by many people, includes several common misconceptions. The stereotype, which was developed several decades ago, continues even though there have been many changes in migrancy.

One common misconception deals with the tenure of individuals and family groups in the migrant labor force. Many people believe that once a family begins to migrate they continue this pattern for the rest of their lives. It is acknowledged that in some instances this pattern of behavior exists. In a large number of cases, individuals and family groups move in and out of the migrant labor force with the same frequency that those in the migrant streams move from one work-site to another.

Another common misconception relates to the concept of the "stream." It is believed by many that several family groups or work crews which leave a home-base area at the same time remain together throughout the season of migration. The term "in-the-stream" suggests that large numbers

of people stay together as they move from one work-site to another. It was found that the individuals leaving the home-base at a given time may not even work on one harvest activity together. Patterns of migration weave in many directions and even the migrants themselves often do not know in what area or state their next job will be.

Even though, when considering movements of large numbers of agricultural migrants, certain general patterns can be established, it still remains true that no one can predict with any degree of accuracy the specific pattern of many family groups and work crews.

Some individuals are critical of former migrants who remove themselves from the seasonal agricultural labor force. These do not recognize that, because of the prevailing low wage in agricultural labor, (1960 average, 82 cents per hour), migrants often find themselves no better off at the end of the agricultural season than they were at the beginning. Migration is an expensive thing. The cost of transportation, periods of unemployment, misfortunes stemming from weather conditions, and an unrealistically low wage, all make migrancy a most undesirable experience. Only families in dire economic need choose to migrate as a way of life.

As was mentioned earlier in this report, the importation of foreign labor aggravated the plight of domestic workers. Many individuals are not aware of the effect this has had upon the constituency of the seasonal agricultural labor force. Because of deplorable conditions, many domestics have withdrawn from seasonal agricultural labor. The result is that, even though the total number of agricultural employees has been reduced drastically in the past decade, the percentage of foreign workers in this labor force has increased significantly.

The effects of mechanization in our society are probably not well understood by many. The area of agriculture is no exception to this. Many individuals seem to believe that as the stoop labor disappears, a comparable number of semi-skilled jobs related to automation will automatically appear. The fact is that a mechanical harvester that requires only two individuals to operate may have displaced 16 or 20 hand laborers. Mechanization has reached the point in agriculture where one new and modern machine is already displacing two or three older type machines. It has also been found that as growers employ individuals for machine maintenance and operation, they tend to employ "locals" rather than individuals from the migratory stream.

Some of the individuals who are displaced by mechanization continue to live in rural and isolated communities. An increasing percentage of them are finding their way into metropolitan areas. The stereotype, which pictures the migrant living in an isolated rural community during the winter months, is not entirely correct. Large numbers of these people, who recently were agricultural migrants, now live in the slum areas of metropolitan centers.

Within the past several years, there has been much legislation of benefit to migrant workers. The Migrant Health Act of 1962 is one example. Much more remains to be done. Various forms of exploitation are still found. There is considerable need for additional legislative protection, not only for migrants, but also for all seasonal agricultural employees. Because of changes in our highly technical society, there is the obvious need for increased educational opportunities for migrants, as well as others from our culture of poverty.

Much of the data included in this report suggests that migrancy,

as such, may be a disappearing phenomena; but it must be remembered that the people who presently constitute the migrant labor force will not disappear. Society is challenged with finding a solution for meeting their needs. It appears that at least in part, educational opportunities may be the answer to this problem.

Analysis of Socio-Psychological Findings

The analysis of the findings was made by applying the attitudinal orientations of these people to the institutional areas.

Religion

This area did not emerge as a strong factor from the open-end interviews. One deduction that can be made, however, seems to be that these people do not have the preoccupation with religion that the traditional Spanish-speaking cultures have. Since some expressed affiliation with a church, one may conclude that they were not anti-religious, but they were not fervent or regular in their religious practices.

Dominance-Subordinance. Most studies dealing with the cultures of the Spanish-speaking people have generally indicated an almost blind submission toward the clergy on the part of the people. The sample did not express this orientation. Apparently, these people have lost the ever-binding subordinance to the clergy that had been noted in other studies.

Satisfaction-Dissatisfaction. A complacent contentment toward religion seemed to be the prevalent attitude. The involvement in religious affairs of migrants and former migrants was universal; their attendance at religious ceremonies was sporadic. None of them, however, expressed

any major dissatisfaction with religion.

The Family

The family tended to emerge as one of the strongest areas of life activity in this study. The migrant and ex-migrant family tended to be a closely-knit unit where all members seem to enjoy great status and esteem.

The indications seemed to point to the fact that the concept of the extended family has been lost among these people. Practically the only expression of extended familism was a feeble uneasiness for distant relatives and some concern for married brothers and sisters. Perhaps the very essence of extended familism, namely, mutual cooperation in all areas of activity, especially in earning a living, has dissipated in this group because of their impoverished conditions. When asked if they could depend on their relatives for help in time of crisis, the answer was negative. (The Spanish language has a generic term "parientes" which is more forceful in expressing kinship relations than the English word, "relatives"). When asked if they would help their relatives when distress, the usual answer was, "I don't think that we can afford it." This attitude was also extended sometimes to married sons and daughters, although they showed concern for them. Therefore, it seems that the limits of familism among these people extends only as far as married sons and daughters who are not living in the household.

Within the nuclear family, however, can be noted complete involvement in all areas of endeavor. The total nuclear family is concerned for each member of the family in whatever problems the individual may face. Similarly, they share in the joys in life. Two areas of anxiety seemed to emerge in the area of the nuclear family. One was that the

family remain an integrated unit, and the other was the constant preoccupation with earning a living. The children seemed to express the same concern as the adults.

Time Orientation, Reward Expectation and Self-projection. The nuclear family seemed to be rather strongly oriented to the present. They were content with the fact that they were together at the moment. They did not contemplate future plans either as a family or as individuals.

Agression-Passivity. As a family unit, the migrant and ex-migrant seemed to be quite concerned about the problems they are facing, both as a family and as a family member; however, they seemed to be rather passive about taking any action to resolve these. This orientation may have been the product of impoverishment, of low educational attainment levels, and of the differential treatment they ordinarily received. They seemed incapable of discerning the alternatives for a solution; next they did not have the financial means to attempt any action; and because of rebuff and discrimination, they may have encountered little success in solving their own problems. Therefore, it seems that most have accepted the attitude of "What is the use."

Satisfaction-Dissatisfaction. An atmosphere of contentment seemed to prevail within the family unit. This apparent contentment may have been induced by their lack of future-time orientation in reward expectation and self-projection, as well as by passivity; however, when relating other areas of life to family living, dissatisfaction was expressed regarding their living conditions, their inability to provide adequately for their children, their inability to afford certain things, such as clothing for themselves, and their lack of ability to improve their lot

in life. Their anxiety was often summed up in these words, "I wish I could do more, but what can I do?" Some expressed a sense of shame at their inability to do better for their children. Yet from a broad perspective, perhaps the most successful involvement of the migrant worker in all his life's endeavors has been with his family.

Universalism-Particularism. A notable exception to the general particularistic tendency of the migrant and ex-migrant worker was his perspective of the family. He tended to look at the family as a whole unit without losing sight of any member in it. Everybody in that family seemed to know that he was an integrated part of the family. Usually, the parents tended to look at their married sons and daughters as part of their nuclear family, even though they may have removed themselves from the geographic proximity of the nuclear family.

Education--Adult

In general, disassociation seemed to be prevalent among adults as to education for themselves. They saw no reward resulting from further education, and therefore, did not project themselves into any possibility for improvement through education. When asked "What do you think you could do to better your lot in life?", the answer never was that they wanted more formalized education.

A few non-English-speaking "ex-braceros" were the only group in the sample who were attempting any formalized education. These were reduced to 10 in number, whereas the class had started with about 45. It seemed that the vast majority of the people in the sample had experienced so much failure throughout their lives that they seriously doubted their potential for further learning. Most replied to the

question asking if they would attend tuition-free adult education classes if they were established, with: "Yes, but we are too old to learn anymore." Some answered, "I am too stupid to learn." Others replied, "I am so far behind that I don't think I can learn anymore."

The only ones who expressed any enthusiasm for adult education were some Mexicans who could not speak English. They desired literacy training in English. Three young men expressed feeble desires to enroll in an auto mechanics school.

Education--Children

The sample seemed to feel a ray of hope that perhaps through education, their children might be able to enjoy a better life than they had experienced. As far as verbal expression, they seemed to be great supporters of education for their children, but their action tended to belie their words.

Reward Expectations. When these people were asked about their hopes for their children, most of them expressed such desires as wanting their children to become lawyers, doctors, or at least teachers. Some just wanted their children to get an education so they would be able to work in an office. All, in one way or another, expressed their expectations of education in this manner: "I want my children to get an education, so they will not have to work as hard as I have."

Projection. Despite these ambitions, further probing indicated that the sample were doubtful that their children would finish high school. Perhaps because of their extreme poverty, none had the slightest idea how they might finance their children through school. Most of them

doubted that they would ever be able to afford much education for their children because, as they stated, "high school is so expensive."

Dominance-Subordinance. Perhaps because the parents had received little education, their participation in educational activities was minimal. Therefore, indirectly they became subordinate to a type of educational program that perhaps was not suited to their children's needs. Havighurst is very emphatic in stating that the policy of the public school is ultimately controlled by middle-class educators, and as such, may not perform the services it should for the children of the lower classes. (Society and Education. pp. 237-43, 284-85). Lack of articulation with the school rendered this class victims of inequality in educational opportunity for their children.

Ignorance regarding the nature and function of education seemed to make it for these people, a matter of concern only for teachers and school officials. When their dissatisfaction with the school situation becomes great, they may be outspoken within the primary groups. Seldom, however, did they take direct action. Rather, they seemed to avoid the difficult situation, which often led to their children dropping out of school.

Satisfaction-Dissatisfaction. Most of the people interviewed did not express any hostile feelings toward the schools in the community. They expressed little positive knowledge about the schools and the school personnel. One man commented that he felt they had very good teachers in the community, "although I don't know how well educated they are." This remark was not expressed in a derogatory manner. Generally, one could state that the individuals in the sample had a rather complacent

and ignorant satisfaction with their schools.

Achievement-Failure. The adults, in general, did not feel that they had been failures in school. They seemed to express the feeling that lack of educational opportunity had prevented them from acquiring a higher level of education. Even though their whole life experience had been one of privation and hard labor, which could be traced to lack of educational attainment, they seemed to place a relatively low value on their children's acquiring an education. The school achievement of these children was low. None of the families interviewed, with the exception of two, had any high school graduates among their children. The attitude that "nothing more can be achieved" seemed to have been transmitted to the children. Therefore, at the junior high school level children seemed sincerely doubtful that they would finish high school. The general pattern of dropout was for the children to leave school three or four grades above the last grade completed by their parents.

The sense of having completely exhausted all potential was becoming evident in the children. Most of them who participated in the interviews thought school was "a lot of fun." With rare exceptions, they were not achieving at a high level. Usually the grades received by the children ranged from "C's to F's." When asked why they received such poor grades, they tended to blame themselves. Most stated: "I don't know. I guess I don't work hard enough."; "Maybe I don't pay enough attention."; "I guess I am playing too much."

Involvement-Apathy. Only a few in the sample were actively involved in school affairs. Their impoverished condition apparently placed earning a living above getting an education, and therefore, their children

were also prevented from participating fully in educational activities. It was nothing unusual for the children of some of the subjects to be the last ones to enroll in the fall and the first ones to leave in the spring. Often the family took the children out of school because, as they stated, "We need them to support the family."

Perhaps the most discouraging fact was that the children could not participate fully in school activities. The parents simply stated that they could not afford to pay the added costs for extra class activities. In Colorado, where a book rental fee is collected, some parents thought that they could not afford to send their children through high school because they could not pay the fee.

Universalism-Particularism. Perhaps because of their ignorance about the school and lack of communication with the schools, these people seemed to be totally particularistic about the school. The schools were praised or defamed as whole units because of small details. Sometimes it was a particular program, sometimes it was a particular teacher; but never was the praise or criticism expressed in a universalistic manner. One family could not praise a particular school enough because the fourth grade teacher had taken special interest in their little girl. Another case was where the whole school was blamed for intense discrimination because an Anglo teacher applied corporal punishment to a Spanish-speaking boy, and according to them, the boy was hurt and subsequently died. Another family blamed the teachers and the school officials for their son's dropping out of school because a teacher reprimanded him, and they felt that, "He actually did not do anything."

Familism-Individualism. Not only is the actual process of education

for their children a function of the nuclear family, but also the values placed on education. The children tend to be present-time oriented in reward expectation and self-projection. Senior high students at the 10th grade level were asked, "What are you going to do after you finish high school?", and the typical answer was, "I don't know." They were asked, "Will you finish high school?", and their answer was a feeble, "Well, maybe; I think so." At this moment, the parents invariably would extol to their children the virtues of having an education. The children, however, appeared indifferent.

Health

The area of health, at first glance, did not seem to be of particular concern to the sample group. Statements regarding health were only interspersed through the interview, but when these statements were isolated, it became evident that a high degree of importance was attached to health by these people.

Reward Expectation. For the most part, one could state that these people expressed happiness at enjoying their present good health. To some extent they seemed to take their present good state of health for granted and paradoxically, they were extremely concerned about becoming ill.

Projection. Aside from a few minor activities, there seemed to be no directed efforts at promoting and preserving good health. The only preventive efforts seemed to be the kind imposed on them, e.g., vaccination. Their nutrition seemed to be unbalanced. Most homes lacked basic sanitary facilities, such as running water and inside toilets. These

factors, to a great extent, may be explained by their impoverished condition.

Dominance-Subordinance. Perhaps because of the factor of ignorance and poverty, these people tended to become victims of their circumstances by default. They did not seem to know what factors were involved in preserving and promoting good health. Prevention seemed to be unknown. The individuals greatly treasured well-being, but on the other hand, did not seem to know exactly what well-being was. Schulman found that among the Spanish Americans, unless pain or other disfunctioning factors were present, limiting the work output of the individual, sickness was not recognized. ("The Concept of 'Health' Among Spanish-Speaking Villagers of New Mexico and Colorado." pp. 225-234). Therefore, a tubercular person may think himself in perfectly good health, "only a little tired," because he is not suffering pain. The same tendency seemed to exist in this sample. Thus, because they did not seem to understand the true nature and illness, whenever illness struck, often they failed to see the causal factors. Therefore, unless the cause was readily evident, sickness was thought to be a complete matter of destiny.

Some in the sample group thought doctors should be consulted immediately; some thought they should be consulted only after home remedies had failed. None expressed the idea that doctors should be consulted when one was not sick. Again, this negative orientation can be partly explained in terms of poverty.

During protracted illness, some in the group thought little could be done to help the person recover. What needed to be done by all concerned was to resign themselves to the problem rather than to become anxious over it.

Confidence-Fear. The most important attitude regarding health was a very strong apprehension, bordering on fear, about being sick. When they were asked: "What is the saddest thing in life for you?", invariably the response was "sickness." In a few instances, the answer was "poverty." Attempting to penetrate deeper without soliciting a specific answer, the interviewer posed this question: "In your way of thinking, what is sadder--being poor or being sick?" The subjects usually entered into a discourse on how it was sadder to be sick than to be poor. Their response often was, "Of course, being sick. When you are sick, you have nothing. At least when you have your health, you can still look for a job." An explanation was sought from the subjects for this orientation, but none seemed to be able to articulate an answer; most gave only a vague indication that sickness prevented them from earning a living.

Familism-Individualism. Since health seemed to be the most anxiety-creating factor in the lives of the migrant and ex-migrant, it was natural that illness would be a concern for the whole nuclear family. Regardless of who was sick, all said that illness caused everybody in the family to be sad. Some said that it was sadder to have small children sick than adults. Many expressed the attitude that they would much rather be sick themselves than to have their children sick, especially bedridden.

Economics

The most obvious and intense concern of the total group was in the area of earning a living. Usually, the greater part of the interview was related to earning a living and the difficulties encountered in providing adequately for their families.

Reward Expectation. Most of the individuals in the sample felt that

they were not earning enough money to sustain their families. They believed that the government should develop projects to provide them with job opportunities. Despite their impoverished conditions, these migrants and ex-migrants did not seem to have internalized what may be loosely called the "welfare complex." They expressed a necessity to have their earnings supplemented by the free commodity distribution or the food stamp programs, but none expressed a desire to become public welfare clients.

Projection. All felt a strong sense of duty to support themselves and their families. Most of them had not attempted in the recent past to qualify themselves for a better type of job. Those who were still migrating, realized that they were not actually improving themselves. The idea of getting training for other types of jobs had apparently not entered into their thinking.

Their spending patterns also indicated a strong present-time orientation. Of course, most of their income, since it was so low, was spent for basic necessities. There were, however, strong evidences of much impulsive buying. Rather expensive items, such as encyclopedias and television sets, were noted about the house, even though the need for better furnishing, clothing, and more living space was very evident. Useless buying was also noticed. Broken-down cars were strewn around the yards. All stated that usually they spent their money as they earned it. None had any money in the bank. None had any savings. Except for two cases, none had any life insurance; none had any health insurance; and a few had no liability insurance for their cars.

Dominance-Subordinance. The whole family was affected seriously

by the amount of earnings available to them through the year. During the working season, the typical seasonal worker in the sample worked as much as 60 hours a week and earned from $60 to $70 a week. During the off-season, however, he worked only sporadically, and his earnings seldom amounted to more than $25 a week. Often he was unemployed for prolonged periods. When one considers that the working period for the seasonal worker has been shortened considerably because much of the farm operations now are being done by machine, their yearly earnings are very small.

One of the most evident results of this low income is the impoverished conditions under which these people lived. All of the homes visited were in a rundown condition. Most were too small for the size of the family; families of 10 to 12 were living in houses with a total of four rooms. Many of the homes visited had no running water; most were poorly furnished. Often, the only new piece of furniture was a television set. Most of the homes were clean, but some were infested with mice.

Because of their low educational attainment level, relatively few jobs were open to the migrant and ex-migrant. Some stated that they had tried looking for other types of jobs, but had been unsuccessful. This factor of not possessing salable skills in an era of technology, coupled with the factor of discrimination encountered in some areas, apparently reinforced their depressed state of mind. Most seemed to be resigning themselves to the problem of poverty instead of trying to fight it any longer. A typical saying among the Mexican Americans was: "You are a Mexican; you have to pick cotton."

Agression-Passivity. The sense of frustration may result in a certain amount of timidity in job seeking. Moreover, the timidity noticed among the people in the sample extended far beyond that of looking for

a job. It extended into the conditions under which they worked, and the wages they accepted. It also extended into boss-worker relationships.

During the season, these agricultural workers labored from 10 to 12 hours a day and were never paid overtime for work above 40 hours a week. In fact, most of them seemed satisfied with the 80 cents an hour or the $1.00 an hour they were getting. They tended to think that their low earnings were caused entirely by their unstable jobs, rather than by the combination of unsteady employment and low wages. Only a very small number expressed the opinion that they would like to register a complaint. These few said they could not, however, because they would lose their jobs.

All the interviewees used the word "patron" when referring to their boss. All thought that they were treated well by their present bosses, while on the job. In a number of cases, however, they stated that their former bosses treated them like "nothing." Those who were not employed at the time did not hesitate to state their views about their bosses. They thought their bosses were definitely discriminatory in job assignments. They thought that the dirty and difficult jobs were assigned to them instead of the cleaner and lighter ones. "But what can we say; we need a job," was the typical conclusion.

Satisfaction-Dissatisfaction. Dissatisfaction in the area of ecomics ranged from dissatisfaction to strong dissatisfaction coupled with bitterness. This group showed great dissatisfaction at having to work long hours under a blistering sun or having to be riding a tractor on a bitter cold winter day.

The greatest amount of dissatisfaction seemed to center around

their inability to earn more in order to provide better for their families. The dissatisfaction was so extreme, that it bordered on free floating anxiety. They lamented the fact that their children could not participate in the same activities as other children in school, because they did not have the money with which to buy them the proper clothing or to pay the fees required. They also were strongly dissatisfied with the living conditions in which they found themselves. Mostly they were very dissatisfied with not being able to provide the basic necessities for their children.

When comparing their children's youth with their own youth, many expressed the opinion that perhaps their youth had been just as impoverished, but that they had been basically satisfied. Their children, on the other hand, were not satisfied, they thought because they "learned too many things in school," or "they saw too many things on television."

Achievement-Failure. The total group considered themselves failures in the area of finding steady employment. Whether they recognized the fact that it was their low level of qualifications for jobs other than agricultural could not be ascertained. Their typical statement tended to be: "There are no more jobs available; I don't know what we are going to do." Thus, most felt that they had exhausted their potential and only a few expressed any guilt at not having achieved more than their present level.

Familism-Individualism. As has been previously stated, the whole nuclear family was affected by the low income. That very poverty seemed to have produced a strong cohesiveness in the nuclear family. No evidence was found that the parents seriously considered helping or asking for

help from their brothers or sisters. The married sons and daughters were not expected to contribute to the support of their parental family. "They have obligations of their own, already," was the usual explanation. When the unmarried sons and daughters were working, they contributed as much as one-half of their earnings to the support of the nuclear family. Similarly, the total family shared in poverty when the wage-earners were unemployed.

Government

The majority of the sample seemed to have disassociated themselves almost completely from the government. In general, they seemed to be ignorant of the governmental structure. By their expressions, they seemed to think of the government as a personality.

Reward Expectation. In general, most of the people seemed oblivious of the types of help that could be procured from the governmental agencies. About the only help expected was in the form of commodities or food stamps. They also wished that the government would develop projects where they could find jobs. Their idea of government projects was never clearly defined. Some expressed the idea that projects such as the WPA or CCC of the 1930's would be beneficial.

Involvement-Apathy. The majority of the people in the sample had little regard for politics. Some voted, but did not actively involve themselves any further. Some did not vote because of lack of residential requirements or lack of citizenship, such as was the case with the Mexican nationals.

About the only kind of involvement was the type which was forced

upon them, such as immunization and contributing to social security. Some types of involvement were assidiously avoided, such as with law enforcement. As for this type of involvement, most had not been in difficulty, but nonetheless, they expressed timidity concerning law enforcement. They tended to think that the law enforcement officer was always right, and typically they would say, "You cannot play with the law."

In general, the ignorance about the government seemed to be so great and the apathy so strong that one could amost conclude that these people, even though living in the United States, functionally are not citizens of the country. No evidence was found of any impact made on this group by any civil rights program or left-wing group stirring them to fight for their rights.

Recreation and Social Relationships

Recreation among the group was confined almost entirely to the nuclear family. The forms of recreation in which they participated were watching television, playing cards, visiting, going to the movies, and dancing. Their total outlook on recreation seemed to be present-time oriented, and complacent satisfaction seemed to be evident.

No family or individual belonged to social or fraternal organizations. Whenever they attended dances, they said they went to those attended only by Spanish-speaking. Few individuals indicated participation in church-type recreational programs. This factor of confining the recreation to the nuclear family, or the ethnic group, perhaps further isolated these people from the milieu of American life.

Cosmopolitanism-Ethnocentrism and Discrimination

The two variables, cosmopolitanism and discrimination, were not

included, except in passing, in the foregoing analysis by institutional areas because a comprehensive picture seemed to be necessary. They are discussed in this section in a related manner because of their natural affinity.

In general, it can be stated that relatively little contact existed between the Anglo and the Spanish-speaking in the sample. About the only contact evident existed in the relations of boss to worker or foreman to farmhand. All said that they had very little social relationship with the Anglo. None stated that he had any close Anglo friends. Whatever contact existed seemed to be negative; that is, in the form of discrimination. Very little contact seemed to have existed among the three Spanish-speaking groups--namely, the Spanish Americans, the Mexican Americans and the Mexican nationals.

Regarding discrimination, some strong distinctions must be made. The Spanish Americans from northern New Mexico felt that, in general, little discrimination was leveled at them. With few exceptions, the Mexican nationals did not seem conscious of the factor of discrimination. The Spanish Americans from Colorado, especially from southern Colorado, felt strong discrimination directed at them. The Mexican Americans from Texas also felt intense, and sometimes vicious, discrimination against them.

In the case of the Spanish Americans from northern New Mexico, they felt that perhaps the only discrimination encountered was where they were assigned dirtier or harder jobs than others, or when the Anglo without the skill was ordered to operate a machine instead of them. To interpret this phenomena, one must go beyond the data acquired for this study. The Spanish Americans of northern New Mexico have not had

prolonged contact with Anglos. Northern New Mexico is an impoverished area and does not attract labor-type immigrants from other parts of the nation or state. The result has been that Rio Arriba, Taos, Mora, and San Miguel Counties still have a strong numerical majority of Spanish-speaking. The Anglos who have migrated to these parts of the state tend to be middle class, and therefore, the contact of the lower classes of Spanish Americans with the Anglos has been minimal, thus lessening the possibilities for discrimination to develop. Therefore, when a lower class Spanish American moves out of his "cultural island," he may be totally unaware of being discriminated against, if discrimination does take place.

In the case of the Mexican national, because of the language barrier, he is more isolated than the Spanish American from northern New Mexico. This is partly due to geographic isolation and, also, to the language barrier. The National thought that the situation here was so much better than in Mexico that they felt exuberant about living in the United States. They also felt that in our country the educational and economic opportunities for their children were much better than in Mexico. With this kind of attitude, they became virtually insulated from any great awareness of discrimination. In southern New Mexico there was objective evidence of exploitation of these workers. One typical example is of a person who was earning 80 cents an hour. He worked as much as 12 hours a day for five and a half days a week during the crop season, yet he was not getting extra compensation for work above the 40 hours a week. Further, during the off-season when he was irregularly employed, the only help he received from the employer was in the form of housing and loans for the necessities of the family. But when he was asked about the factor

of discrimination, he felt that nobody had ever discriminated against him during his stay in the United States.

The comparison factor also worked to ease the sensitivity of discrimination among those Mexican nationals who had become aware of it. One worker stated his feelings very succinctly: "We much rather suffer discrimination here, than hunger back in Mexico."

Considering the problem of discrimination among the Spanish Americans from Colorado, the discrimination seemed to be of a two-fold nature. One kind of discrimination received from the farm owners was exploitation in the form of long hours of work and low wages. The nature of the other type of discrimination may be described in the following manner. A sizeable group of Anglos, who are just one step above the seasonal worker, lived in this region. It is with this group, apparently, that the conflict existed. Thus, it seems that Cox's findings apply in this situation very well; namely, "discrimination brought about by fear," especially in the area of economic competition. (Caste, Class, and Race: A Study in Social Dynamics, p. 216).

The problem of discrimination in Texas seemed to be somewhat similar to the one in Colorado. The Anglos who were the most vicious and open in discrimination against the Spanish-speaking were those who, by all objective criteria, were in the same social class as the respective Spanish-speaking group against whom they discriminated. An important different element entered into this picture. Texas has historically been the gateway for the Mexicans coming into the United States. Thus, Texas, unlike northern New Mexico and Colorado, has had not only a resident group of Spanish-speaking, but also a consistent stream of immigrants from Mexico. These newly-arrived groups cannot participate widely in the general milieu because of their foreign language and foreign culture. Marden's theory of the vicious circle seems to apply

to this situation. (Minorities in American Society. p. 32). According to Marden then, the newcomer from Mexico, when attempting to function in American society would be in fact inferior to the native American citizen. This factor would give a rationale to the native American citizen, both Anglo and Spanish-speaking, to ridicule the Mexican and discriminate against him. The Mexican immigrant, seeing himself in those conditions, would become self-conscious of his inferiority, and the more conscious he becomes of his inferiority, the more inferior he becomes.

Areas of Special Concern to Educators

Preceding sections of this chapter provide a fairly comprehensive picture of the circumstances facing migrant agricultural workers in the four-state area, and particularly an insight into Socio-Psychological characteristics of these people. In addition to studying these particular aspects of migrancy, quite a bit of time and attention was devoted to the problems of program development. Because of the circumstances and special characteristics of migrants, plus the problems created by migrancy itself, the need to consider special ways and means and programs is all important.

Much of the information contained in this section of the report was gained through personal interview with people throughout the four-state area who had certain responsibilities concerned with migrants and also those who, over a number of years had been active in providing assistance of one kind or another. The Colorado Report contains a section devoted to six special areas of concern, which provide the guide lines for this portion of this report. This section is a compilation of all of the information gathered through interviews in the four-state area.

Reactions from those interviewed during this project were based on

their personal, first-hand experiences. Because of time and budgeting limitations, it was impossible to complete an adequate interview program; hence, some of the reactions may not be particularly valid, and need additional study. Basically, the areas discussed in the interviews were as follows:

A. When would it be feasible to conduct adult education classes for migrants?

B. What kinds of teachers would be effective?

C. What type of curricular content would meet the educational needs of adult agricultural migrants?

D. How can adults be recruited and retained in educational programs?

E. How should the classes be organized and the curriculum implemented?

F. What agency or agencies should administer the program in the particular areas?

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A. <u>When is it feasible to provide educational classes and other activities for the adult migrant?</u>

Generally, migrant agricultural workers are found in two different major situations - "at home base" and "in the stream." The Texas phase of the study indicated that although migrants are mobile, most of them are home based during the months of December, January, and February; some of them are at the base as long as six months at a time.

"In the stream" beginning early in the spring and lasting until middle fall,migrants spend limited time in any one location. The Colorado report indicates that in certain areas of the state in which there have been "Special Term" schools for migrant children; the average length of stay of migrant families is approximately 20.4 days. (Capsule Report on Colorado Migrant Education Program - 1964).

During the period the migrants are at their home base, work opportunities are limited. The adults, the major wage earners in the family spend quite a few idle hours, whereas "in the stream" the migrants work long hours, often from daylight to dark, six and sometimes seven days each week. Upon returning to their temporary living quarters at the end of the working day, the adult workers are often exhausted to the point of eating their meager meal and retiring at an early hour.

The above facts suggest that educational programs offered during winter months, at which time little work is done by the adult migrants, might be most effective. The experience of the Texas Education Agency and several public schools in the pilot programs, which were developed to provide a full-school year education program to migrant children in six months, indicated that although further research is necessary, there was evidence that the children did profit from the special programs and seemed to achieve approximately the same as other children attending for the full academic year. Similar educational programs for adults might be effectively developed, capitolizing on their limited activities and involving them in both day and/or evening programs during the winter months.

Educational programs for the adult migrants during the period "in the stream" at best will be beset by problems of when and how. However, because of the dire educational needs of these people, opportunities need to be developed for wherever or whenever the people can participate. Educational programs during the "in the stream" period will have to be of short duration which can be completed during the limited time the adult migrants are in a particular location, or such that the migrants can enter or drop out at any time. The local

agency or organization developing these programs will necessarily have to be very imaginative and use new innovative approaches to overcome the barriers caused by migration and seasonal work.

Mobile units which would follow crews and families have been considered. Such units and the educational services they would provide could assure a more or less continuing involvement in meaningful learning experience. There are drawbacks, however, because the migrant stream is very unstable. The term "stream" is misleading to some extent, in that the routes taken by the migrants vary from year to year. It is impossible to predict with any degree of accuracy what route a migrant family or crew will take, or even if the crew will remain the same throughout the agricultural season. The migrant patterns are controlled to a large extent by many variables, any one of which can cause a substantial change in routes and term schedules. The variables include weather, crop conditions, growing seasons and changes, changes in crops, mechanization and markets.

The use of mobile units, though questioned by those interviewed during this project does have merit and bears looking into in greater depth.

B. <u>What kinds of teachers would be most effective?</u>

The personal qualifications of teachers are always important in education. These are fairly universal and generally accepted; hence, will not be elaborated upon here. Because of certain peculiarities of migrancy and certain special characteristics of those who constitute the migrant streams, additional consideration must be given to the qualifications of those who will be serving as teachers, counselors, or otherwise engaged in educational programs for adult agricultural migrants.

As seen in the preceding section of the chapter "Analysis of Socio-Psychological Findings", the migrants for the most part are different from those who make up the middle-class American Society with which professional teachers are most acquainted. Also, the circumstances which face migrants and their families are different. These factors necessitate teachers and other personnel who are understanding of these people and who can adjust their teaching in such a way as to account for the differences. It has been suggested in various interviews that there are three important factors - understanding, empathy, and a non-judgemental attitude towards the adult migrants. Many so-called middle-class American values are at times in direct conflict with the values of the lower socio-economic groups; hence, in numerous instances attempts to motivate, stimulate and educate these people have been largely ineffective.

Special preparation for teachers of adult migrants has been recommended as a must.

There has been some speculation that persons from the same ethnic origin as those making up the migrant stream may be the most effective in dealing with the adult migrants. There are other factors involved here. Often teachers and other professionals from a particular ethnic background tend to be the severest critics of their own people who have remained in the very low socio-economic stratum. On the other hand, some studies have shown an effective use of those who have not risen above this very low level, who retain the same characteristics of their peers - the ones who need the help. The Colorado Story, a report of a research project of the Institute of Behavioral Science, University of Colorado (1964) in which Basic Instructors taken "off the streets" in a slum area of Denver were very helpful and quite effective in serving

in an instructional capacity. The Basic Instructors were in a position to assist the "Professional" better understand and relate to those from the poverty group in need of help. Persons with some initiative from the particular ethnic group serving as an "intermediary" or Basic Instructor, as in the study mentioned above may be extremely valuable in working with adult agricultural migrants. This warrants additional study and research to determine how best intermediaries can be used, and how effective their services can be.

C. What type of curricular content would meet the educational needs of adult agricultural migrants?

The individual state studies in the four-state project indicated basically the same areas of need in terms of educational programs. Although the particular emphasis was slightly different, these educational areas included the following:

1. Basic education (literacy) including the teaching of English in many cases, or a foreign language.
2. Occupational or Vocational Education
3. Acculturation
4. Personal and family life education.

These are fairly broad catagories, and each includes many more specialized needs of the migrants.

Basic education has been suggested as most important to many migrants. Each of the state studies indicate a high level of illiteracy among the adult agricultural migrants, plus a substantial number of these people who not only are unable to communicate adequately in the English language, but may be illiterate in their own language. Basic education programs must stress communications and also computational skills. These are of great importance if education in the other areas is to be effective.

Vocational or Occupational Education or Training is considered by

many to be of the greatest need among the migrants. The adult migrant agricultural workers are for the most part unskilled in other than the limited "stoop" or manual labor they do, and this is in most instances being taken over by machines and scientific development. The low annual income which migrant laborers receive is the result of their lack of skill and their inability to perform other better reimbursed work. Migrant agricultural workers and also their children who may be enrolled in school have had little or no opportunity for vocational training. Many communities in which the migrants live have limited facilities for vocational training for in school youth, much less the adult. This, coupled with the fact that the migrants do not remain for long even at their home base, does not allow for much achievement even if training does exist.

Vocational or occupational training for adult migrant agricultural workers may be extremely valuable in terms of motivation in participating in more complete educational programs. The necessity to earn a living wage for self and family is a strong incentive; hence, it may be most effective in "bringing the migrants into" educational programs which can assist in meeting many of their educational needs.

Acculturation, or what might be called Americanization, is difficult to describe. The section of this report dealing with Socio-Psychological characteristics of the dominant ethnic group making up the intermountain migratory stream, suggests numerous differences between these people and the Anglo-American culture they need to understand and adjust to. Bernard Valdez, in his work with the Spanish American people in Colorado and the Rocky Mountain region, has also drawn contrasts between the Spanish American and Anglo-American which bear out the need for education to provide learning

experience or otherwise assist in bringing about an understanding and possible change in cultural values.

Personal living, although closely akin to certain aspects of acculturation, may be considered as an ability to better understand and go about the tasks of everyday living in our modern contemporary society. This includes the many aspects of home and family living, involving understanding and proper rearing of children, family relationships, health and hygiene; also management of money, credit buying, care of home and preparation of food, etc. Health and hygiene are those aspects of living which Public Health agencies in the four-state area consider among the most necessary. Because of the lack of education on the part of the adult migrants and their lack of understanding, health services and efforts to educate have been ineffective. The need for knowledge and understanding of money matters is reflected in the seeming inability of many migrant workers to complete a season of agricultural work with sufficient funds available to return to home base, much less finance their existence during the winter months. Merchants interviewed in their communities, where migrants work during the summer, reported very poor buying habits.

In light of inadequate understanding of, and the limited values adult migrants normally place on education, learning experiences need very careful development and should be from a problem-centered approach in most instances, rather than emphasizing subject matter. This is also extremely important, because of their own immediate personal needs which are uppermost in their minds. Educational programs, centered around the problems they face in every day

living, can give meaning and purpose to the education in addition to providing a source of motivation.

D. How can adults be recruited and retained in educational Programs?

Motivation of adult agricultural migrants or stimulating them to participate in educational experiences is of tremendous importance. Even the best developed programs are of no value if they do not reach the people.

Based on the interviews with persons who have had extensive experience in dealing with adult migrants and other culturally and economically disadvantaged, the following factors were deemed of substantial importance.

Personal contact is extremely necessary in involving migrants in educational programs. There needs to be an understanding developed on the part of the adult migrants as to the need and value of education. Because of the limited contact and communications with any other than their own people, this initial understanding which is a learning experience in itself can only be brought about through face-to-face contact by interested people. An example of this is a physician in the San Luis Valley who reported that an extremely small percentage of mothers from the low socio-economic group availed themselves of the services of the Well Baby Clinic until after home visitations by clinic staff members.

Another important aspect of the personal contact is, of course, the interest expressed in the migrants and their families. This is of definite value whether the person be from the migrant group, or from our middle-class Anglo American culture.

"Intermediaries" was a term used by a number of those persons

interviewed. From their experiences, the use of an "intermediary" or person from the migrant group who had received some education and training and also retained an understanding of his own group could be much more effective in developing rapport and communicating with what were still his peers than any of the professional educators or upper class "Anglos" or even Spanish Americans in those situations. Those interviewed felt that all too often the wide gap in education, understanding, value system, and cultural characteristics were extremely difficult to bridge by persons other than those who were not far removed from the migrant group.

The need for counseling was another important factor recommended by those interviewed. Migrants, as well as all other people face many problems, and because migrants are farther removed from our complex modern day society than most, are often confronted with an additional set of problems in merely attempting to understand our way of life. In any case, the migrants are faced with problems of a personal and family nature such as health problems, economic problems, personal and family living, and a myriad of others. All too often, lacking basic knowledge and understanding of how to cope with such problems, they interfere with the individual's ability and effectiveness and do not allow participation in educational programs. Any program of an educational nature should include a counseling component to assist the migrants in coping with their problems and in adjusting to and being an effective participant in educational programs.

An item suggested many times in terms of recruitment and retention was that of a subsistence payment to those enrolled in an education or training program. If such programs are of any duration or intensity a

subsistence payment might be necessary; otherwise, those enrolled might feel compelled to withdraw to seek employment in order to support themselves or their families. Programs such as those of an occupational nature established under MDTA (Manpower Development and Training Act of 1962, Amended 1963) have provided a subsistence payment which has relieved the financial burden from heads of households enrolled in the programs allowing them to participate more effectively in the training.

One factor stands out in terms of retaining the adult migrants in educational programs; that is that of the class or activiity itself. Long known to adult educators, their course content must be related to the interests and needs of the adult. These people need to recognize the value to them personally, and it must be a satisfying experience. This places a great deal of responsibility on those who develop and administer the educational programs, and also the teachers. This is one reason why the selection of teachers is so important.

E. How should the classes be organized and the curriculum implemented?

The organization and implementation of the educational program is extremely important and may be a major factor in motivating and retaining the adult migrants in the classes or activities.

A strong feeling was exhibited by those interviewed during the project, that the traditional classroom approach should be avoided. Often the past experiences of the adult migrants in terms of schools and education have been unsatisfying, hence tend to create a barrier to any further contact with schools. The emphasis must be on pleasant and satisfying learning experiences, in a manner and a location which would be conducive to maintaining participation,

rather than the traditional classroom approach in the formal school. This does not mean that no class or activity should be held in a school, but rather that other settings may be of greater value. In either case, new imaginative, innovative approaches should be used. The experiences of several persons interviewed suggests that some structural learning experiences have been of extreme value when conducted actually in an open area in a migrant camp.

Some important items which need to be considered in program development, are as follows:

- Class size should be small. A pupil-teacher ratio of 10 to 1 would provide an optimum of personal contact with the teacher and permit time for individual work.

- Units should be of short duration and the goals and subsequent rewards to the individuals within their time span of understanding.

- Competition between class members is taboo. Such competition is not always understood and not always acceptable to those in the migrant stream and embarrassment at failure can destroy a class.

- Educational programs must be developed in such a way as to fit into the time and work schedule of the migrants. During the season at home base, several months may be available during which time the migrants are not overly engaged in work; however, during the en route period extremely limited time may be all that is available, hence, learning experiences will have to be of short and often unrelated units.

F. <u>What agency or agencies should administer the program in the particular areas?</u>

There is no question that public schools have a responsibility in the education of adult agricultural migrant workers, as well as education for other segments of the population. This may, in some instances, become more of a moral rather than a legal responsibility because of school laws which do not make clear the responsibility for education of adults.

At this time, educational programs for adults are limited in

the four-state area. A number of public schools have initiated education programs for adults in their communities; however, these are often not organized in such a way as to be available to migrants.

It needs to be re-emphasized that public schools, because of their facilities, qualified people, and their responsibility for education have a part to play in education for adult migrants; however, there needs to be a reassessment of the school's educational program and a serious attempt to provide in new and different ways for education for adult migrant workers.

Although education is a primary responsibility of the public schools and other educational agencies, many aspects of education for adult migrants is also the responsibility of other agencies and organizations and in many cases can be better provided by them. Several local welfare offices in the state have made commodities available to migrants and in connection with the commodities have provided basic instruction and information to the migrant women in preparation of food, better use of commodities, health and nutrition. Staff members of the State Health Department have also participated in this. This instruction was of some value, but limited, because of the few contacts the Welfare and Health Department staff members had with the migrants. Several of those interviewed expressed the feeling based on their experiences in this, that an expansion of the commodity program, and a more concentrated effort to provide an educational component would be of increasing value to the migrants.

Community organizations have, in several communities, assisted in conducting educational programs for adults. The Migrant Ministry of the National Council of Churches has been quite active in this

area and have initiated some educational activities in the four-state area. Such programs by community organizations. are important and although limited, provide an additional educational resource which adds to the efforts by other agencies and organizations.

Relationship of Migrancy to the Total Culture of Poverty

One of the primary purposes of this Developmental Project was to study the circumstances and needs of adult agricultural migrant workers. As the project progressed, it became very apparent that these migrants comprise a particular segment of what is known today as the "Culture of Poverty". In various phases of the study, it was extremely difficult to differentiate between those who comprise the migrant stream in these southwestern states and other economically disadvantaged people. Extremely low income, lack of education, minority group culture, residing in the same community in similar poverty conditions were factors comparable to both migrants and many non-migrants. During the personal interviewing, it became difficult in some localities to find people who during the past year had migrated, that living side by side, were families who had just returned from a season of seeking employment and there were others who had not left their home communities for two, three, or four years.

From one standpoint, certain circumstances and needs of the migrants and of other groups within the "culture of poverty" are the same or very similar. The needs for basic education, acculturation, occupational education, health, home, and family living are common.

This indicates that educational programs should be more inclusive and that migrancy should not necessarily be the criteria for entrance or

involvement in special programs.

As this study has revealed, there are differences between the seasonal agricultural migrant worker and even those who in other ways so closely resemble him.

1. He does migrate during a large portion of the year, hence, finds it difficult to engage in educational activities of any duration.
2. Texas interviews brought to light discrimination by non-migrants of the migrants (even though many other characteristics were similar).
3. Migrant agricultural workers have less opportunity because of limited stay in any one locality to seek or find employment.
4. Less opportunity (none in some areas) for the migrant agricultural worker to be eligible for such benefits as welfare, unemployment relief, etc.

In considering these factors in terms of adult education, it is clear that the same education, the same curricular content, the same methods, techniques and materials can apply to both the migrant and to other similar groups in the "culture of poverty." Educational programs should be developed, which would be open to all. On the other hand, because of migrancy, the limited time in one location, and other related factors there does need to be special programs and special treatment of these programs which can reach the migrant, no matter what his time or travel schedule, to afford him an equal educational opportunity to fit him into a more satisfying, productive life in our present day society.

Uncertain Factors Related to the Future of Migrancy

Problems of migrancy have been difficult to solve because there are a multitude of variables. Three of these have recently been modified extensively, or are in the process of modification. Adding to the complexity of the problem is the fact that these variables are interrelated and often have an interacting effect on each other. Because of the recent changes, it is extremely difficult to predict with any amount of accuracy the future of migrancy for the years immediately ahead.

A major factor which may have an effect on migrancy is the termination of Public Law 78, as of December 31, 1964. It was under this law that large numbers of foreign workers were imported to augment the domestic labor force in time of peak needs. Theoretically, foreign workers were to be imported only when the supply of domestic workers was inadequate to meet the demands. In practice, the importation of foreign workers had an adverse effect upon the recruitment of local labor.

Growers who knew that a supply of foreign workers was available at a relatively low wage were reluctant to offer increased wages to domestics for performing agricultural labor. In turn, the domestics became increasingly discouraged by the prevailing low wage, and in large numbers, withdrew from the seasonal agricultural labor force. This trend was evident in Colorado and in Arizona, where it has been shown that, even though in recent years the total number of seasonal agricultural laborers has diminished significantly, the proportion of foreign workers comprising the seasonal labor force has increased. This year, 1965, growers will be faced with the problem of recruitment of domestics, both intrastate and interstate.

Closely related to this is the variable of wages. Recent actions of the U. S. Department of Labor have raised the hourly rate, associated with agricultural labor. The minimum wages which have been established are significantly higher than prevailing wages of the past year. In New Mexico, 60 cents an hour was paid for certain vegetable and weeding. The new minimum rate of $1.25 an hour is more than double the former wage.

Many individuals are willing to speculate that, with an increased compensation, a sufficient number of domestic workers will be recruited for agricultural work. Whether these domestic workers will be locals, in the sense that they live within commuting distance from the area of need, or whether they will be people who must migrate from other counties and states remains to be seen. If a sufficient number of local workers are not available, it is possible that migrancy may increase as a result of the new minimum wage.

A third major variable which has during this past decade had a tremendous effect on the use of migrant labor, has been the developments in mechanization. As indicated earlier in this report, the use of hand labor has already decreased with the increasing use of machines. As science and technology develop new and different methods of planting and harvesting at a substantially reduced cost, the need for hand labor by migrants or other seasonal agricultural workers will also decrease, at least for those jobs which over the years migrants have usually done.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The scientific-minded person always approaches the formation of conclusions with a certain amount of hesitation. He wishes to draw together some definite findings but does not wish to be eternally committed to them. There is always the expectation of some different results from future studies.

In this project we are making conclusions based upon six months of research. Actually, however, many of the studies uncovered encompass more than a decade of effort. This means that our summary represents many years of studying the migrant agricultural worker and his problems. We will group these findings under several pertinent headings.

1. Amount of Migrancy. If we define the migrant as one who moves frequently, spending only a few weeks or months in each location, we can definitely say that this pattern is decreasing. The rapid reduction in numbers is closely related to the automation of the usual migrant worker's activities. This change has been rapid since 1960, and is very noticeable, even since 1963. When one considers that in 1963, 95 per cent of all the cotton in Arizona was picked by machines and that 97 per cent of it was so picked in New Mexico, then the scarcity of work for migrants is better understood.

Many migrants who usually worked in the southwest all year found it necessary in 1963, and several years previously, to go to Indiana, Ohio, Michigan, and Wisconsin to pick fruit in order to live. They had considerable trouble with their cars on these long trips but had little

choice. They found it necessary to go where work was available, even though the cost of the trip might mean that it was only a break-even proposition financially.

Even considering these long distance jobs for some, the total family annual income has decreased by several hundreds of dollars within the past years.

A somewhat different picture is found in Texas where the number of migrants remains about the same, but the income per family has decreased. This more constant number of migrants appears to be due to two factors.

a. Different from the other states of this region, Texas is a supplier state of migrant workers. That is, many move from Texas to New Mexico, Arizona, and Colorado to meet their work needs. The last three named states are demand states in terms of requiring more workers than they supply.

b. In Texas, the number of migrants is kept constant by the addition each year of many thousands of Mexicans who enter our country illegally or on green cards. In effect, we find that this influx increases the number of people in the migrant group and tends to offset the thousands who become more or less permanent residents.

We would like to reiterate that the number of migrants still is fairly large, but the above noted changes are taking place and reducing their numbers.

2. <u>New Trends in Migrancy.</u> The new developments among migrants who are attempting to meet the automation of their work are varied. The most common one is a tendency to have a rather permanent home for most of the year. This may constitute as much as nine or ten months in one location. It is usually in the slum section of a city, or in a slum section of a small rural community. Here they are difficult to identify at first glance because they appear to be very similar to the other families who have lived there many years. Usually, however,

the migrant family does migrate to another state or another part of the same state during a particular crop season. Sometimes, only the father goes away to work a few months of the year. The migrant family still thinks of itself as being migrant, and continue their migrant cultural beliefs and attitudes. In most communities, they are still considered as migrants in being left out of many community activities.

Other migrants are able to secure more permanen employment on farms where they may have a steady job for more than half of the year. These kinds of work are often in the field of maintenance of equipment or of year around farm activities. Occasionally, one finds a former migrant who has "settled down" to a steady job in a filling station or a garage. Most migrants do not feel that such work is available to them and never apply. Sometimes, the wife in a migrant family can secure work as a domestic, and thus keep the family going even though the father is unable to find employment. At best, these practices are a kind of temporary "make do" work with no more permanency than migrant work. This tends to emphasize the very marginal nature of this group in the employment field. Certainly, there is no one pattern of employment change involved. Possibly this is partly because the usual migrant is uniformed about the possibilities for employment outside his own field. He is also uninformed concerning the agencies within a community that could help him.

3. <u>The Composition of The Migrant Group</u>. It is well known that migrant families often work as a group in the fields. So, when we consider the membership of migrant workers, we must consider people of all ages. Small children and aged relatives work along side the parents.

In the four states of this region, 85 per cent of all migrants are Mexican-Americans. This strong dominance determines the general attitudes and treatment for all migrants to a great extent. They tend not to complain about wages or working conditions, but accept them, as long as they have work. Communication between migrants and the permanent residents of communities is kept to a minimum. Often the only non-Spanish speaking person a migrant talks to is his foreman. Thus, the migrants are separated by a language barrier and many imagined differences from contact with those who could enrich their lives.

Just as the migrant group can be divided by nationality and cultural background, it can also be separated into several different sources of supply. Agricultural workers are usually divided into these main groups:

a. Seasonal workers. These include the domestic workers and the Mexican Nationals. The domestic worker category is further divided into local and migratory workers. The migratory group can be split into the intrastate and interstate divisions.

b. Mexican Nationals. These include the Braceros who are admitted by agreement of the federal governments of the United States and Mexico for a given period of time, such as four or six months, for the specific purpose of harvesting the crops in given areas. Our country supervises very closely the treatment of this group. They have better housing than many migrants as a result.

c. Green Card Mexicans. These constitute a usually small number who are admitted only when the American farmers convince our federal government that a real emergency exists and that additional farm workers are required to harvest the crops and avoid great losses. They are admitted normally for a short period of time.

d. Illegal Mexicans. These are often called "wet backs." They are attracted by much higher wages than they receive in their native land. Some amount of assistance is given them to secure admission and to protect them while here. Some of these remain for many years without being caught. Those who provide assistance and protection are generally considered to benefit by their work on their farms.

For our purposes we are mainly concerned with seasonal workers only. The others are included to indicate the complexity of speaking of a migrant group without some limitations being added.

4. The Culture of Migrants. Many of the characteristics of the migrants are the same or similar to those of our lowest economic group, regardless of the migrant pattern of work. Others are typical of the Spanish-speaking people of low economic status. Some might be termed as typical of the migrants mainly. For our purposes, we will list some of the more pertinent characteristics, regardless of their common elements with other groups.

a. They are family centered. The only security the migrant seems to have is vested in his close family relationships. Whenever one needs help of any kind, he comes to his family. Regardless of how poor the family is, they will try to help a family member in some way. By sharing what one has with the entire family they all secure some. There is also the likelihood that one family member will have money or food, or whatever is needed. By sharing what one has he assures his chances of securing some of the basic necessities most of the time. The nuclear family is the strongest, but aid is given to those in the extended family, whenever possible.

b. They are independent. They prefer to work than to be on welfare. Studies have shown that the family on welfare makes several hundred dollars more per year than the migrant. When securing welfare is suggested to a migrant family, they usually answer that they don't need it. All they need is work. Being rebuffed by people where they live temporarily, has perhaps drawn the family closer together, and has taught them to value their freedom and independence. They certainly can be said to have complete independence of movement.

c. They follow many Spanish traditions. Many old Spanish folk tales are retold, and many magical concepts for healing from the rural Mexican background are believed. Quite a few migrant families enjoy visiting their relatives in Mexico. In this way, they renew their contacts and strengthen their acceptance of Spanish ideas. In doing so, they are rejecting the culture of the country in which they live and work. When they are so rejected by the American culture, it is not surprising that they, in turn refuse to accept it.

d. They have present-time orientation. Long term or even short term planning are not taken seriously. They may express wishes for the kind of conditions they hope for in the future, but they do not plan an active program for accomplishing them. Even if they should get more money than they had expected, they do not save it. Rather they live a little better for a short time. Their lives seem to be largely centered around today and yesterday, with some thought for tomorrow but none for next week, next month, or next year.

e. They have definite fears. Their worst fears are of being sick and of being out of work. Both are closely related in the economic factor. With one, you are unable to work and cannot pay for the medical help. With the other, you are unable to live and pay for any of your needs. Fear of old age, of death, of financial loss are not common. When these occur, the people are philosophical and accept them as something over which they have no control.

f. They lack knowledge of community resources. Many social agencies in our communities provide special welfare facilities for the benefit of transients, as well as residents. Some churches are used. In general, surplus commodities are accepted by migrants. If one asked them about other welfare services, they answer that they were told they were not eligible. The person who told them, may or may not have been correct in their information. But, they accept such answers, and do not proceed on their own to find any other.

g. They have mixed feelings about education. While parents expressed the desire that their children secure more education than they have had, they showed little interest in education, as a way of helping them as adults. Nor did they use any particular encouragement for their children to remain in school. Apparently, many of the parents looked upon the school as a place where they had unhappy experiences and did not want to return there for fear of a repetition.

h. They are timid in action. They usually try to avoid a situation, instead of fighting through it. If they are aggressive, it will be with members of their own group or family. They accept wages and working conditions without much complaint. They do not complain to the land owner, but may avoid that farm again. There apparently is never a thought of organizing as a group to secure higher wages or better working conditions. They seem to avoid the limelight and recognition. They prefer to withdraw than to compete strongly. They are even passive, in the area of health.

i. They are not very religious. A common belief is that Spanish-speaking people are strongly Catholic. This group does not support the idea. Perhaps they feel that the church does not help them enough, so they are not very devoted to it. Many migrants express the idea that the church could do more for them than they are. Their work, too, tends to discourage close religious affiliation. During the busiest parts of the season, they work seven days a week, and are happy to have so many days to spend making money. Names tend to follow the custom of being dominated by religious background. If asked, many say they are Catholic, but in practice they attend church infrequently. Many families have no relationship to a religious group.

j. They are ethnocentric. Few associate with anyone outside their own ethnic group. All of their primary social contacts are within their own ethnic and family groups. Some of this emphasis might be caused by necessity since they are so rejected by the majority, resident group.

k. They differ on discrimination. The Mexican Nationals seemed to be unaware of discrimination against them except in work relationships. They felt that Anglos and residents secured the best jobs. Likewise, the group in Northern New Mexico felt that they were not discriminated against, except in their work. However, the Spanish-Americans from Colorado indicated strong awareness of discrimination. This view was also held by the Mexican-Americans. The attitude of the Mexican Nationals might be explained by two reasons. First, the wages here are so much better than the amount they receive in their home country that they think of this in a somewhat glorified way. Second, they are here only temporarily and do not need to take as seriously any slights noticed. Due to the extreme language problem, it is possible that they do not realize some discriminatory words and practices for what they are.

l. They are almost entirely work oriented. Their principal topics of conversation are about their work. They do not spend much time discussing politics, domestic or world affairs, or any of the other common topics expected in a group of Americans. Their whole lives are so centered on their work, their need for it, their concern for how long it will last, that they seem to have ignored other topics for conversation. During their periods of rest, they do not discuss athletics or art or music. One of the considerations may be that their level of education is so low that many do not have an interest developed through knowledge for many topics, or an ability to express themselves through limited vocabulary in many areas.

5. Some Recent Developments Affecting the Migrant. Two happenings over which the migrant has no control may affect him greatly. One is the ending of the Bracero program. This agreement between Mexico and the United States to end the contract to bring in Mexican Nationals for periods of several months to help in harvesting crops in specific areas, may profoundly affect the usual migrant residing in the southwest. With the competition of the Bracero ended, the migrant American may have a better opportunity to secure employment. Some even visualize an increase in the number of migrants who move with the crops. This would tend to offset for a time the effects of automation. Others feel that the migrant group may be increased by other marginal workers who find opportunities to work away from their homes and so leave to secure this employment. An example of this was found in the winter of 1964-65, when about 800 Navajo Indians were imported into the truck garden area near Yuma, Arizona to pick lettuce. The farmers seemed well pleased with their ability to handle the crop.

A second kind of federal action may affect the migrant. This is a recent announcement by the United States Department of Labor that they will rigidly enforce the minimum wages standard for agricultural workers. This action, if really carried through, could have one of two effects. One, the migrant could make more money and thus have a higher standard of living. The second possibility would not add to the improvement of migrants. It is the expectation that higher wages would only force the farmers to automate more rapidly and thus, in the end, provide still fewer jobs for migrants. Automation is being used in cotton and beans, with semi-automation in almost all crops. Semi-automation means using faster

means of getting the vegetables or crops to market by speeded up methods of packing and crating and moving the crates along the rows and into the trucks. All of these practices reduce the number of migrant workers needed.

Only time alone will be able to supply the correct answer of the effect of these recent developments on the migrants.

6. The Education of Migrants. Since our concern is with the education of the migrant, let us consider what we have learned that will provide guidelines for an educational program, especially for them.

a. The need is great. In one study, it was found that the parents of migrant children had a very low level of education. In fact, 17 per cent of the parents had not attended school. In general, one can say that the migrant parents have an educational level of the early grades of elementary school. With this beginning, some could have improved themselves considerably by reading. However, this is not one of their attributes. They do not read, and do not have reading material in their homes, commonly. When one does not read for a time, he loses much of the skill he once learned. Education for the parents would need to begin at the early grades and assume little ability.

   The children do not secure much encouragement, either from their parents, or from the schools, to continue. As a result, they tend to drop out of school a few grades above where their parents left. The moving and the work demands upon children place an emphasis on physical activity rather than mental. Both parents and children have few social contacts outside their own group to be stimulated toward more education.

b. Orientation is to present time. Education emphasizes the future and improvement at a distant date. The migrant emphasizes the present and living for the moment. Any educational program would have to be geared to some short term reward and feeling of accomplishment each day. Some authorities have suggested providing refreshments after the completion of classes or providing a small amount of pay for parents to attend adult education classes. These are both kinds of rewards which the migrants can appreciate. It would be expected that these kinds of rewards could be withdrawn as soon as the individuals secured personal motivation. We assume that this would follow, as soon as one found that it was fun to learn and that he had the ability to do so. Classes with such groups find that

the adults secure childish pleasure in learning to write their name or getting a high grade on written work in class.

c. Orientation is to vocational interest. Because of his overpowering concern with the economic aspect of living, the migrant might be appealed to in terms of vocational improvement, as a value of education. The course would have to be short and results quick, to have the greatest effect. Many migrants do not feel that they have the ability to learn anymore. Participant-learning activities would need to be used as much as possible. If some migrants enrolled in special vocational classes and secured better jobs, upon completion, it would not be difficult to secure others. The principal issue is finding kinds of work that they can prepare for in a relatively short period of time with the meager background of education which they possess. Automation is found generally among low skill jobs in urban as well as rural areas. Basic education of learning to read, write, and do simple mathematics might appeal to some, but it is doubtful if these subjects would attract many, unless you could prove to them that they would benefit economically from doing so.

d. There are many special problems. When would education be provided for the parents? Would this be after they had finished work each day? They often work a 10 to 14 hour day. Could such special education be provided at all while the migrants were on the road? Should it be provided only when they are in their more permanent residence and when they are not working? It has been suggested that a mobile classroom be established and follow with the families as they migrated. Such a classroom could be used for educating both parents and children. The difficulty here is that the expected pattern of several families migrating together each year over the same migrant stream route does not seem to apply so much anymore. When families do migrate together, it is commonly due to the fact that they are related. Families do not necessarily stay together for a season and may not follow the same route a second year. All of these facts point up some of the difficulties in providing special education for migrants. It is not impossible, however, and could be tried. There are several communities in Texas, and others in Arizona, as well as the other two states of the region, where the large proportion of the people living there are what we would call migrants. Some migrate regularly, some have settled down for longer periods of residence with less frequent periods of migration. Working with such communities would provide guidelines for working with other migrants.

e. They lack social stimulation. Children living in an ordinary community are able to develop standards above those of their immediate family because of observation of many family groups. In school and in recreational activities, they may come into contact with children of different social classes and secure an exchange of ideas. The migrant family lacks this social stimulation because it is isolated by choice, by ethnic group, by language, by community concepts of social stratification and by their constant movement. They never become sufficiently established to make stronger contracts. The parents can be said to be affected by the same kinds of factors, in general, that affect their children. The father may leave home to work during the day in the community, but he is not a part of it.

These conclusions point the way for some definite recommendations for treating the migrant group in regard to education. Following them should improve considerably their way of life.

Recommendations

The problems of the migrant are basically centered in their poverty. This can be well documented with a few pertinent statistics. (National Conference on Poverty in the Southwest - January 25-26, 1965).

The unique characteristics of poverty in the southwestern states of Arizona, California, Colorado, New Mexico and Texas are fundamentally these:

1. The dispersion throughout the five states of nearly all of the 350,000 rural Spanish-speaking Americans living on family incomes of below $3,000 per year. (Rural Poverty, 1964)
2. The presence of the overwhelming majority of the 250,000 American Indians with similar family incomes. (Rural Poverty, 1964)

These southwestern states command attention, for in them as of 1960, is concentrated some 3,121,281 families with incomes below the poverty level or 25 per cent of the American families with incomes of

less than $3,000 per year. (Rural Poverty, 1964)

The statistics that follow,point to a number of cases of pronounced and long-standing deprivation in specific areas and among specific segments of the population. Of principal note are the following:

Urban

1. The non-white population, especially of Arizona, New Mexico and Texas, where the median income is considerably below the $3,000 poverty level. (Statistical Abstract of the United States, 1962.)
2. Those 17 standard metropolitan statistical areas with median family incomes below the national average.
3. In south Texas where the areas of Brownsville-Harlingen-San Benito and of Laredo have a median income more than $2,000 below the national level and $1,500 below the state level. These areas show half of their families to be in the poverty category.
4. The California labor market areas of Los Angeles-Long Beach; San Bernardino-Riverside, Ontario; and San Diego as well as Beaumont-Port Arthur, Texas where unemployment ranges between 5.5 and 7.1 per cent. (Country and City Data Book, 1962).

Rural

1. The non-white population and in particular the 250,000 American Indians which account for 1½ per cent of the rural Americans living in poverty.

2. The Spanish-speaking population, nearly all of whose 350,000 impoverished rural members live in the five states of the American southwest.
3. The 24 counties of Texas and New Mexico that are among the 250 poorest in the country with rural family median incomes between $1,535 and $2,121 per year.
4. The 93 counties of the five-state area with rural family median incomes below $3,000 per year and in particular the 47 of them (primarily in south, Gulf coast and west Texas) with rural family median incomes below $2,500 per year. (Rural Poverty, 1964).

Migrants are located in all of these extreme poverty areas and number among the lowest in income. American Indians make up a segment of the migrants. There are special programs for Indians. There are now special programs for alleviating poverty. It is our belief that a special program for the migrant family in poverty is much needed. Some of these are found living in rural areas and some in urban. It would appear desirable to make a broad approach to these many problems of the migrant with emphasis on improving their economic status. Therefore, we recommend the following kinds of approach:

1. Attack the migrant problems with a special attack on poverty in specific areas.
   A. Include all people in areas where migrants are found to reside in sizeable numbers.
   B. Concentrate programs in areas where migrants are in the majority in the community.

C. Develop special methods and programs for reaching the rural migrants who live in rather isolated areas.

2. Attack the migrant problems primarily with education.

A. Kinds of education:

(1) Basic adult education in reading, writing, arithmetic, and Americanization.

(2) Basic adult education in listening, participating, discussing, family living and personal and family improvement.

(3) Provide special encouragement for both children and adults to attend and remain in school.

(4) In the curricula, give special attention to the personal and particular needs of each group.

(5) Vocational counseling and special classes to improve and/or develop skills in areas of new employment possibilities.

B. Methods, curricula, materials, and conditions of providing this education.

(1) Provide a socially warm atmosphere for the students so they will wish to attend and to keep attending.

(2) Begin with very basic elements of education. Divide into groups according to the levels of education needed.

(3) Because of present-time orientation of the migrants, provide some feeling of accomplishment or reward at each class session.

(4) Define educational objectives in such a way that cultural and attitudinal conflict are minimized.

(5) Avoid the traditional lecture approach and emphasize the mutual participation method.

(6) Involve the total family unit as much as possible, since this is the strongest meaningful factor for migrants.

(7) Teachers of the migrants will need special preparation.

(8) In some instances, the most effective educational approach may be to combine the efforts of several agencies, such as, health, education, and welfare.

(9) Many instructional materials will be developed specifically for each group of students.

(10) Visual aids will be of great advantage to students with very limited vocabulary or with poor facility with the English language.

(11) Personnel need to be considered in terms of their ability to understand and establish empathy with the migrant.

(12) Schools may or may not be the most satisfactory location for these classes. Nearness to residence, attitude of the people served toward the school, completeness of the educational facilities, and commonness of meeting place, all need to be considered in making the selection.

(13) The approach must be an experimental one since little is known about recommended methods and procedures for dealing with this group of people.

(14) At the outset, many of the educational programs will be in the nature of demonstration projects with the results of these pointing the way for future programs with larger numbers of people.

(15) Personnel dealing with migrants need to be constantly alert to indications of ways of motivating them since one of their strong characteristics is lack of confidence in themselves and the future.

3. Attack the migrant problems by providing many special services for them.

A. Provide a special counseling service either in relation to the educational program, or as a community centered activity.

B. Provide special employment service offices in the areas where the migrants live.

C. Provide an information service indicating the kinds of community resources available to them for assistance.

D. Provide health services for them in terms of health education and health clinics. Have these located in or near their areas of residence, insofar as possible.

E. Provide special recreational services for the migrants in or near their areas of residence.

F. Provide a special public education program to inform the people in a community of the nature and extent of the migrant problem.

G. Coordinate the services provided migrants by the various community agencies in order to avoid duplication of effort and to assure that all their needs are being met.

H. Provide research regarding findings from the various programs and special projects. Publish these data for the assistance of others working with migrants and for the advancement of knowledge about this group.

4. Attack the migrant problems with a cooperative four-state approach.

The concept of the cooperative approach of the four states of Arizona, Colorado, New Mexico, and Texas has been tested in this initial planning project. The results point definitely to the advantages of this kind of effort. Some of the more pertinent ones are:

1. Because migrants move readily from one state to another within this region, education of this group becomes the concern of more than one state. It has been found, as documented in the state reports, that many migrants commonly travel over all four or several of these states within a season.

2. Methods and materials developed in one state can be shared by all in the region if they are united in some sort of a cooperative organization for this purpose.

3. The several meetings of the representatives of the four states in this region tended to generate ideas and plans that would not have come about except for this interaction experience.

4. The migrants could benefit from some amount of standardization of their educational experience, which could be a result of this cooperation between the four states.

5. It would seem that the general problems of migrants would approach a solution sooner if common kinds of efforts were being directed towards them in all of the states of this region.

6. Value seems to be found in the fact that four different school systems and universities are concerned with the migrant problems and generating interest, information and special education towards some eventual solutions.

7. Extensive coordination can avoid duplication of research effort.

8. Cooperative research by the four states can be more valuable than research on a one-state basis.

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